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ABSTRACT

This report presents the methods and formulae used to allocate monies to thirty-two community school districts in New York City. The magnitude of the budget cuts from fiscal year 1974-1975 to fiscal year 1975-1976 is unprecedented. Equal educational opportunity for students is defined in terms of dollars, resources, and outcomes. There are five modules in this report (1, 2, 3, 4B and 7). Each module represents a grouping of activities for which different allocation formulas are used. Where applicable, the audited October 31, 1974 public school pupil register is utilized as a basis for funding. Module 1 funds are designated for community school boards and district administration to support administrative and supervisory activities. Module 2 funds are designated for instructional services, the resources required to meet classroom workload factors on the basis of class size, teaching, preparation, and administrative period assignments. Module 3 is divided into two parts: continuing education and extended use of school buildings. Allocations for continuing education services are based upon a weighted register of public and non-public school pupils, as well as the number of low income school-age children. Module 4, special formula funds, includes monies provided under day elementary and day junior high school New York State Textbook Law and funds for capital note items. Module 7 funds are designated for furniture and equipment procurement. Allocations to districts for furniture and equipment are based on square footage in the district adjusted for utilization, age of buildings and modernizations. Tables, charts, illustrated calculations, and an appendix are included. (JP)

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ED138679

THE 1975-1976 ALLOCATION FORMULAE

POLICY PAPER NO. 3

JUNE 27, 1975

BOARD OF EDUCATION OF THE CITY OF NEW YORK

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BERNARD R. GIFFORD, DEPUTY CHANCELLOR

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PREFACE

In this report the methods and formulae used to allocate monies to the thirty-two community school districts is presented. Following a five year trend, community school districts will not be able to provide the same level of service per pupil as they did in the previous fiscal year. However, the magnitude of the cuts from fiscal year 1974-1975 to fiscal year 1975-1976 is unprecedented.

The City is in the middle of its worst fiscal crisis in more than forty years. At the time this document is going to press -- with the new fiscal year only hours away -- we still do not know how deep a cut we will have to absorb. Every day for the past four weeks we have heard and read, in the daily newspapers, stories about new taxing powers for the City and changes in the state education aid formula that would be applied against the cuts called for in the Mayor's Executive Budget. Unfortunately, even if we were to combine the most optimistic rumors and promises, the fiscal picture confronting the Board of Education and the thirty-two community school boards remains bleak. None of the aid packages discussed to date will enable us to maintain the same level of service to the pupils of this great school system as we were able to provide in fiscal year 1974-1975. Still, we must run our schools. We will have to maximize the effectiveness of every dollar we spend on education. We have no choice.

Adding to our uncertainty is the unknown fiscal impact of the yet to be negotiated agreements between the Board of Education, the United Federation of Teachers and the Council of Supervisors and Administrators. The cost of employing over 70,000 supervisors, teachers and para-professionals, two-thirds of whom teach in the community school districts, will not be settled until September 1975.

In a nutshell, the report explaining the 1975-1976 allocation of monies to the thirty-two community school districts is subject, we hope, to later revisions. If and when more funds are appropriated, a supplemental allocation will be issued.

* * * * * * *

The allocation formulae for 1975-1976 continue the reforms started in 1974-1975.* Technical changes have been made so that the allocations are consistent with the realities of the budget cuts and uncertainties.

- Teacher workload factors are set at maximum levels (Chapter IV).
- Average teacher salaries are based on regular teachers. Substitutes are excluded from the computations (Appendix C).
- Funds for contractual salary rate increases not yet agreed to are not included in the allocation (Chapter V and Appendix D).
- Allocations for substitute coverage costs are based on a flat amount per teacher for all districts instead of each district's average teacher salary (Chapter V).
- A 2% limit on hold-harmless has been placed on basic instructional allocations (Chapter V).

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*See "The 1974-1975 Allocation Formulae," Policy Papaer No. 2.

Every effort has been made to explain and simplify the sometimes complicated analyses by the generous use of charts, graphs, tables, and step-by-step examples. We would like to know if we have succeeded in explaining the allocation formulae because it is the most powerful policy instrument the Board of Education has for providing equal educational opportunity for all youth.

Dr. Ronald K. H. Choy joins me as junior author of the report, although I accept fully the responsibility for any errors of fact or judgement. We received able assistance from Dr. Catherine Lyon -- Ron's boss and my able Special Assistant for Educational Policy Development -- Marshall Goldman, Antoine Ector, Leigh Marriner, Ronald Rudolph, the staff members of the Office of Programming-Planning-Budgeting and the Office of Budget Operations and Review. The charts and graphs were executed by Jacqueline Wong. The text and tables were prepared by Madeline Romero and Patricia French.

BERNARD R. GIFFORD
Deputy Chancellor

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I. DEFINING EQUAL EDUCATIONAL OPPORTUNITY: A BIT OF PHILOSOPHY

In developing "objective formulae" for allocating funds to the thirty-two community school districts, the New York City Board of Education must follow federal, state, and city laws that prohibit discrimination against any student, regardless of sex, race, ethnicity, or place of residency. In short, the "objective formulae" adopted by the Board to allocate monies to the thirty-two community school districts must be consistent with the idea of "equal educational opportunity for all youth."

However, "equal educational opportunity" can be defined in a variety of ways. There are three measures that can be used to define "equal educational opportunity:" dollars, resources, and outcomes. We will explore the allocation strategies that appear to be consistent with each definition. This exploration will help us to lay a foundation for a discussion of the merits and shortcomings of the "objective formulae" used to allocate resources to the thirty-two community school districts.

1. INPUT EQUALIZATION

The allocation formulae that give equal dollars per pupil follow an input equalization strategy. There is no conceptual problem in defining what is meant by an equal input of dollars. All that is needed to verify equality is proper accounting. An equal dollar input strategy would result in simplified allocation formulae and would also minimize the influence of non-objective criteria in establishing allocation formulae.

However, an equal dollar per pupil strategy would be consistent with "equal educational opportunity" only if equal dollars could purchase equal services in every community school district in the city. This, as we shall find out, is not the case.

2. RESOURCE EQUALIZATION

An allocation strategy that attempts to compensate for differences in the purchasing power of the educational dollar among the thirty-two districts is a resource equalization strategy. The term "resources" means the value of all human and non-human imputs into education -- services of teachers, administrators, and support staff; materials and supplies, types of facilities; and so forth.

In order to insure "equal educational opportunity" each district would have to be given enough money to purchase the same mix or "package" of resources per pupil.

- The problem is that equal dollars do not buy equal resources everywhere.

For a variety of reasons, (e.g., differences in teacher salaries and in required pupil-teacher ratios) districts vary both in ease of access to resources and in the prices they must pay for resources of given quality and quantity. Since input costs are variable, districts cannot be said to be providing equal programs or equal educational opportunity when their levels of spending are the same.

- A resource equalization strategy requires that dollars be allocated unequally to compensate for interdistrict variations in cost.

This means that cost levels in each district must be measured in such a way that the necessary adjustments in purchasing power per dollar can be computed.

3. OUTCOME EQUALIZATION

Allocation formulae based on an educational outcome equalization strategy is a relatively new idea. It can be considered a by-product of studies, such as the Coleman Report, showing the importance of non-school factors, including racial discrimination and socioeconomic status, in determining educational results. From these studies it is clear that even if resources are distributed with perfect equality and all districts are equally well managed there would still be wide disparities in pupil achievement because of differences in their pupil populations.

- To bring achievement in all districts up to an agreed-upon standard (equal educational outcome), it would be necessary to allocate resources to compensate for differences in the difficulty of educating diverse pupil populations.

Stated differently, it would be necessary to allocate resources in proportion to "educational need," where "need" refers to the amount of resources per pupil, relative to the amount required in an "average" district, to produce a given level of educational achievement. Both relative needs and relative cost would have to be considered in distributing funds to districts. The special needs (Module 2B) allocation formulae are based on relative educational need. The allocation formulae that distribute funds for basic instructional services (Module 2A) include relative cost considerations for Title I and Non-Title I schools.

II. UNIT OF APPROPRIATION 30

Funds earmarked in the Mayor's expense budget for community school districts are placed in Unit of Appropriation 30. These "Program 30" funds are then subdivided by the New York City Board of Education into several modules. Each module is a grouping of functional activities for which separate allocation formulae are utilized. The modules are:

1. Community School Boards and District Administration
2. Instructional Services
3. Continuing Education and Extended Use of School Buildings
4. New York State Textbook Law Funds and Funds for Capital Note Items
5. Special Purpose Funds and Special Purpose Reserve
6. Fringe Benefits
7. Furniture and Equipment Procurement

These modules are described in more detail in Table II-1.

In this report we focus on Modules 1, 2, 3, 4B, and 7. The funds in these modules are distributed to the thirty-two community school districts by formulae, and in fiscal year 1975-1976 the $689,712,871 in these modules represent nearly two-thirds of a district's total allocation. Program 30 appropriations by module for fiscal year 1975-1976 are tabulated in Table II-2 and illustrated in Figure II-1. Fiscal years 1974-1975 and 1975-1976 are compared in Table II-3. District allocations from Modules 1, 2, 3, 4B, and 7 are listed in Table II-4.

Table II-1

PROGRAM 30 MODULES

MODULE	FUNCTION AND COMPONENTS
1	COMMUNITY SCHOOL BOARDS AND DISTRICT ADMINISTRATION - Includes salaries of Executive Assistant to Community School Board, District Superintendent, District Supervising Attendance Officer, District Business Officer, Supervisor of Guidance, et al.
2	INSTRUCTIONAL SERVICES - Includes salaries of Elementary and Junior High School Teachers, Principals, Guidance Counsellors, School Secretaries, School Aides, et al. Also includes replacement for occasional absences and medical leaves, postage and communications services, promotional and salary differentials, and intra-district awards.
3	CONTINUING EDUCATION AND EXTENDED USE OF SCHOOL BUILDINGS - Includes personnel costs of running community and recreation centers, day camps, summer swimming pools, after school centers, etc.
4A	NEW YORK STATE TEXTBOOK LAW FUNDS - Funds in the amount of $10.00 per capita for pupils in grades K-9 are provided by State.
4B	FUNDS FOR CAPITAL NOTE ITEMS - Includes funds for furniture, supplies, equipment, textbooks, and library books financed by the issuance of capital notes by the City of New York.
5A	SPECIAL PURPOSE FUNDS - Includes funds for school lunch, repair and maintenance, borough-wide music, city-wide awards, rents, and collective bargaining increases.
5B	SPECIAL PURPOSE RESERVE - Includes funds for leaves in lieu of sabbaticals, replacements for sabbatical and terminal leaves, register increases, salaries of properly excessed personnel, preparation period coverage for special education classes, overhead costs for educational parks, and integration programs, one-time other than personal service costs for new schools, replacement of instructional equipment losses due to theft and vandalism, bilingual education, and legal counsel.
6	FRINGE BENEFITS - Includes funds earmarked for social security, health, welfare, pension, and other benefits for district personnel.
7	F[illegible] AND EQUIPMENT PROCUREMENT - Includes capital [illegible] furniture and equipment.

Table II-2

UNIT OF APPROPRIATION 30 BY MODULE

FISCAL YEAR 1975-1976

Module	Function	ALLOCATION Tax Levy	State Aid Special Needs	Total	Percent of Total
1	Community School Boards and District Administration	$ 15,705,305	$ --	$ 15,705,305	1.40%
2	Instructional Services	618,224,418	37,284,637	655,509,055	58.32
2A	Basic Instruction*	(596,513,240)	(--)	(596,513,240)	(53.07)
2B	Special Needs*	(21,711,178)	(37,284,637)	(58,995,815)	(5.25)
3A	Continuing Education	7,434,889	--	7,434,889	0.66
3B	Extended Use of School Buildings	3,057,744	--	3,057,744	0.27
4A	New York State Textbook Law**	7,628,000	--	7,628,000	0.68
4B	Funds for Capital Note Items	6,870,878	--	6,870,878	0.61
5A	Special Purpose Funds	108,280,031	--	108,280,031	9.63
5B	Special Purpose Reserve	36,164,517	--	36,164,517	3.22
6	Fringe Benefits***	274,271,578	8,009,523	282,281,101	25.11
7	Furniture and Equipment	1,135,000	--	1,135,000	0.10
	TOTAL****	$1,078,772,360	$ 45,294,160	$1,124,066,520	100.00%

---

*Module 2A and 2B amounts sum to the Module 2 amounts.

**Subject to change depending upon K-9 registration as of September 30, 1975.

***These funds are not allocated by formula but are retained by Central Board and placed in trust for intended purposes.

****Includes $702,853 of carry over funds from the 1974-1975 modified budget.

Figure II-1

PROGRAM 30
FISCAL YEAR 1975–1976
$ 1,124,066,520

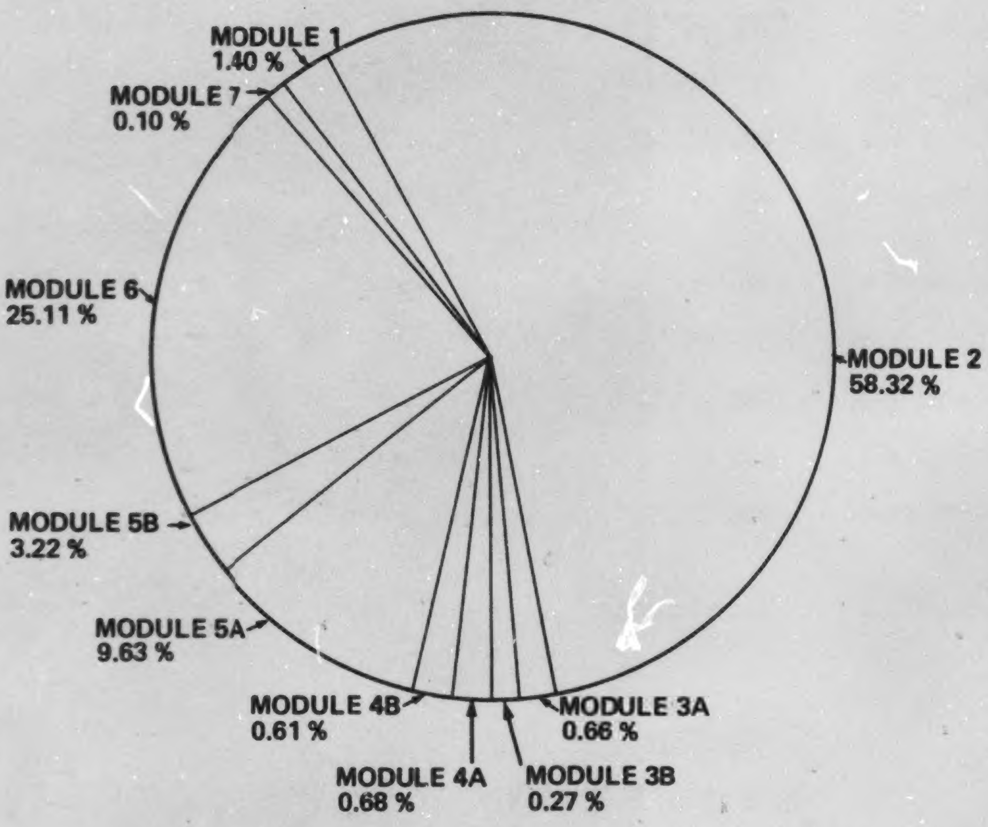

Table II-3

COMPARISON OF UNIT OF APPROPRIATION 30 BY MODULE

FISCAL YEARS 1974-1975 AND 1975-1976

MODULE	FUNCTION	UNIT OF APPROPRIATION 1974-1975	 1975-1976	CHANGE AMOUNT	 PERCENT
1	Community School Boards and District Administration	$ 18,109,259	$ 15,705,305	(-)$ 2,403,954	(-)13.3%
2	Instructional Services	752,929,984	655,509,055	(-) 97,420,929	(-)12.9
2A	Basic Instruction*	[685,814,285]	[596,513,240]	[(-) 89,301,045]	[(-)13.0]
2B	Special Needs*	[67,115,699]	[58,995,815]	[(-) 8,119,884]	[(-)12.1]
3A	Continuing Education	16,393,954	7,434,889	(-) 8,959,065	(-)54.6
3B	Extended Use of School Buildings	6,731,856	3,057,744	(-) 3,674,112	(-)54.6
4A	New York State Textbook Law	7,636,500	7,628,000	(-) 8,500	(-) 0.1
4B	Funds for Capital Note Items	7,140,934	6,870,878	(-) 270,056	(-) 3.8
5A	Special Purpose Funds	104,965,166	108,280,031	3,314,865	3.2
5B	Special Purpose Reserve	37,429,924	36,164,517	(-) 1,265,407	(-) 3.4
6	Fringe Benefits	259,931,593	282,281,101	22,349,508	8.6
7	Furniture and Equipment	1,135,000	1,135,000	--	--
TOTAL		$1,212,404,170	$1,124,066,520	(-)$88,337,650	(-) 7.3%

---

*Module 2A and 2B amounts sum to the Module 2 amounts.

TABLE II-4

DISTRICT ALLOCATION BY FORMULAE - FISCAL YEAR 1975-1976

DISTRICT	MODULE 1 ALLOCATION	MODULE 2 ALLOCATION	MODULE 3 ALLOCATION	MODULE 4B ALLOCATION	MODULE 7 ALLOCATION	TOTAL FORMULAE ALLOCATION
1	$ 433,097	$ 13,441,800	$ 209,812	$ 139,324	$ 26,517	$ 14,250,550
2	471,924	19,446,447	348,395	188,705	40,828	19,496,299
3	451,363	15,620,699	262,147	163,350	26,624	16,524,183
4	438,819	14,059,977	230,370	143,304	20,392	14,892,862
5	455,179	15,886,986	248,111	170,953	22,770	16,783,999
6	455,506	15,511,166	252,993	163,917	24,759	16,408,341
7	493,352	21,779,628	340,171	231,966	48,703	22,893,820
8	522,213	25,615,189	399,199	272,260	43,135	26,851,996
9	562,171	29,702,846	467,901	332,860	51,417	31,117,195
10	533,461	26,655,541	422,210	282,741	46,831	27,940,784
11	500,300	21,418,583	354,409	219,150	40,272	22,532,714
12	507,581	23,213,724	364,770	243,849	35,039	24,364,963
13	473,728	18,325,712	298,762	198,464	31,747	19,328,413
14	496,502	23,048,331	368,043	237,721	45,629	24,196,226
15	496,087	22,377,502	388,754	233,814	38,430	23,534,587
16	447,565	14,134,793	258,964	156,516	24,869	15,022,707
17	503,639	22,271,607	329,887	244,449	35,966	23,385,548
18	467,315	16,558,076	245,186	176,757	29,327	17,476,661
19	516,774	25,378,614	376,010	264,397	41,550	26,577,345
20	503,048	20,978,553	386,265	220,066	37,358	22,125,290
21	499,753	20,737,147	329,620	216,881	32,363	21,815,764
22	503,337	20,801,211	337,244	213,541	35,193	21,890,526
23	452,671	15,621,287	246,358	168,221	28,540	16,517,077
24	501,061	20,020,667	345,175	215,568	33,707	21,116,178
25	497,584	20,107,549	323,757	206,951	33,123	21,168,964
26	450,948	14,131,589	214,007	145,395	22,385	14,964,324
27	523,024	24,554,404	395,708	248,891	40,570	25,762,597
28	491,856	20,401,150	313,338	210,096	32,850	21,449,290
29	502,821	21,912,633	338,852	224,914	34,765	23,013,985
30	490,365	19,678,068	332,575	204,041	32,970	20,738,019
31	590,966	31,856,272	503,842	336,213	55,274	33,342,567
32	471,295	18,083,718	259,798	195,603	41,097	19,051,511
TL	$15,705,305	$652,331,469	$10,492,633	$6,870,878	$1,135,000	$686,535,285
HOLD-HARMLESS ADJUSTMENT		3,177,586				3,177,586
		$655,509,055				$689,712,871

III. MODULE I: COMMUNITY SCHOOL BOARDS AND DISTRICT ADMINISTRATION

Module I funds are designated for Community School Boards and District Administration to support administrative and supervisory activities. The objective formulae allocate Module I funds to the districts in two streams:

- An equal amount to each district that reflects the "fixed cost" nature of some overhead activities.
  - For example, all districts have a Community School Board and a District Superintendent.
- An amount proportional to the "size" of a district that reflects the "variable cost" nature of some overhead activities.
  - For example, extra office help to handle administrative workloads.

The allocation procedure is illustrated in Figure III-1.

1. DIVISION OF MODULE I

The first step is to separate the total Module I amount, $15,705,305 in fiscal year 1975-1976, into its fixed and variable parts (Figure III-2).

- 70% or $10,993,728 of Module I is for fixed cost allocation.
- The remaining $4,711,577 of Module I is for variable cost allocation.

2. ALLOCATION FOR FIXED COST

The amount that each district receives as its equal share, fixed cost allocation is computed as follows (Figure III-3):

Figure III-1

ALLOCATING MODULE 1 MONIES

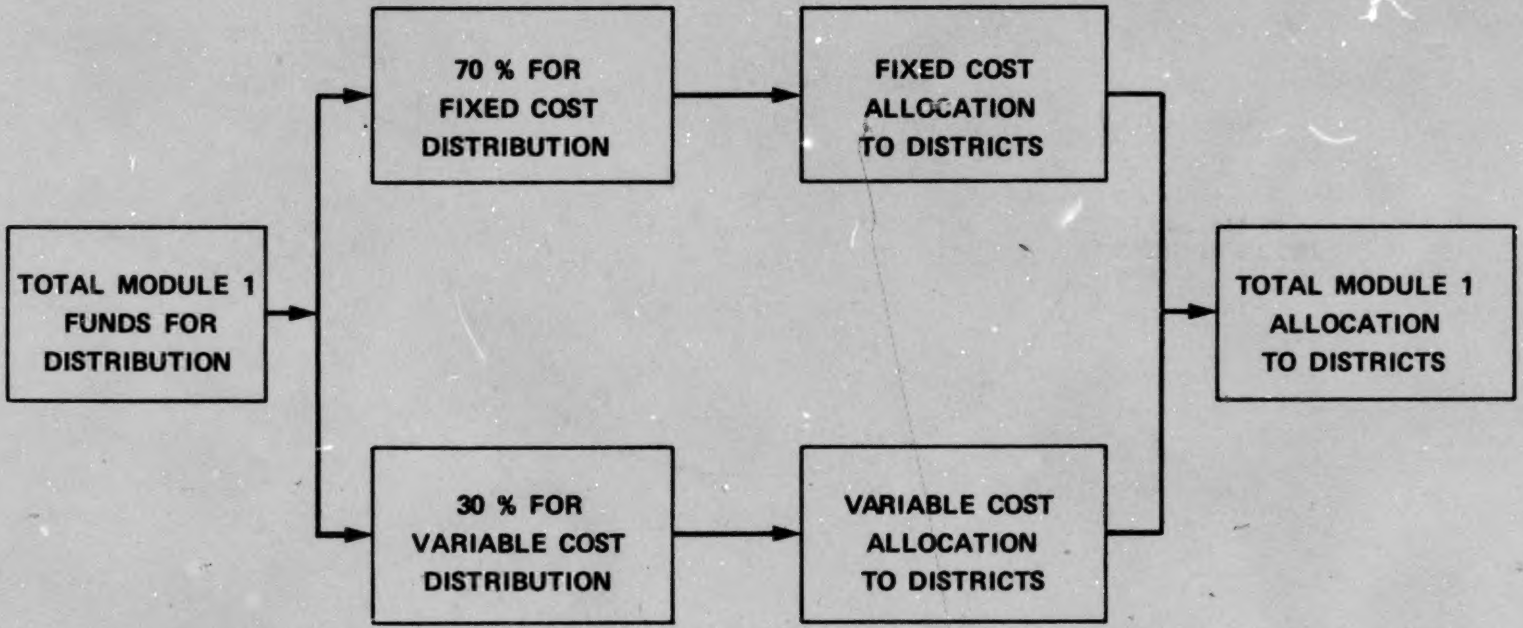
TOTAL MODULE 1 FUNDS FOR DISTRIBUTION
70 % FOR FIXED COST DISTRIBUTION
30 % FOR VARIABLE COST DISTRIBUTION
FIXED COST ALLOCATION TO DISTRICTS
VARIABLE COST ALLOCATION TO DISTRICTS
TOTAL MODULE 1 ALLOCATION TO DISTRICTS

Figure III-2

MODULE 1

COMMUNITY SCHOOL BOARDS AND DISTRICT ADMINISTRATION

FISCAL YEAR 1975—1976

$ 15,705,305

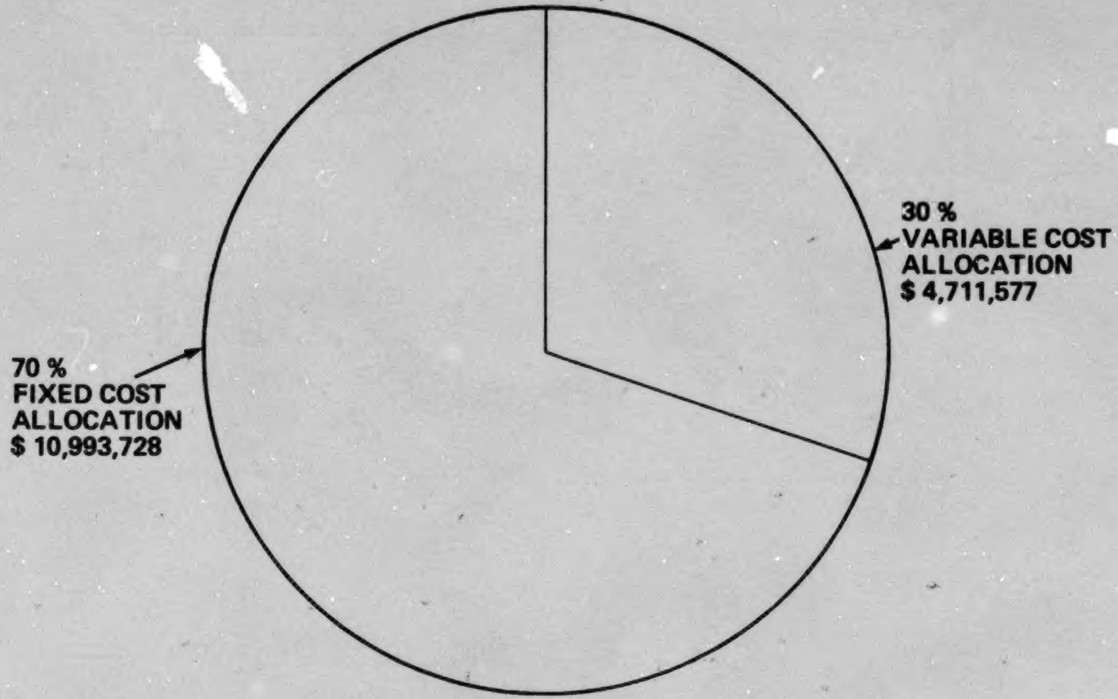

Figure III-3

COMPUTING THE MODULE 1 ALLOCATION

STEP 1	MODULE 1 AMOUNT FOR FIXED COST	÷	NUMBER OF COMMUNITY SCHOOL DISTRICTS	=	FIXED COST ALLOCATION PER DISTRICT
	$ 10,993,728		32		$ 343,554
STEP 2	MODULE 1 AMOUNT FOR VARIABLE COST	÷	CITY–WIDE ADJUDTED REGISTER	=	CITY–WIDE VARIABLE COST PER CAPITA AMOUNT
	$ 4,711,577		749,333		$ 6.287695
STEP 3	CITY–WIDE VARIABLE COST PER CAPITA AMOUNT	X	DISTRICT d ADJUSTED REGISTER	=	DISTRICT d VARIABLE COST ALLOCATION
E.G., DIST. 11	$ 6.287695	X	24,929	=	$ 156,746
STEP 4	FIXED COST ALLOCATION PER DISTRICT	+	DISTRICT d VARIABLE COST ALLOCATION	=	DISTRICT d MODULE 1 ALLOCATION
E.G., DIST. 11	$ 343,554	+	$ 156,746	=	$ 500,300

$$\text{MODULE I FIXED COST PER DISTRICT ALLOCATION} = \frac{\text{MODULE I AMOUNT FOR FIXED COST}}{\text{TOTAL NUMBER OF COMMUNITY SCHOOL DISTRICTS}}$$

- For fiscal year 1974-1975, each district receives $343,554:

$$\text{FIXED COST PER DISTRICT ALLOCATION} = \frac{\$10,993,738}{\text{32 DISTRICTS}}$$

$$= \$343,554 \text{ PER DISTRICT}$$

3. ALLOCATION FOR VARIABLE COST

The "size" of a district is measured by the number of students shown on the October 31, 1974, adjusted registers.* A per capita amount is computed, and a district receives that amount for each student.

$$\text{CITY-WIDE VARIABLE COST PER CAPITA AMOUNT} = \frac{\text{MODULE I AMOUNT FOR VARIABLE COST}}{\text{TOTAL CITY-WIDE ADJUSTED REGISTER}}$$

- For fiscal year 1975-1976, the per capita amount is about $6.29 per student:

$$\text{CITY-WIDE VARIABLE COST PER CAPITA AMOUNT} = \frac{\$4,711,577}{\text{749,333 STUDENTS}}$$

$$= \$6.287695 \text{ PER STUDENT}$$

The variable cost allocation each district receives is proportional to its adjusted register:

$$\text{DISTRICT d VARIABLE COST ALLOCATION} = \text{CITY-WIDE VARIABLE COST PER CAPITA AMOUNT} \times \text{DISTRICT d ADJUSTED REGISTER}$$

---

*See Appendix A.

- For example, let us take District 11, which has 24,929 students. Its variable cost allocation is $156,746:

DISTRICT 11
VARIABLE COST = $6.287695 x 24,929
ALLOCATION

= $156,746

4. DISTRICT ALLOCATION FOR MODULE I

The total Module I allocation each district receives is the sum of its fixed and variable cost allocations:

$$\text{DISTRICT } d \text{ MODULE } i \text{ ALLOCATION} = \text{FIXED COST PER DISTRICT ALLOCATION} + \text{DISTRICT } d \text{ VARIABLE COST ALLOCATION}$$

To continue with our example, District 11 receives $500,300:

DISTRICT 11
MODULE I = $343,554 + $156,746
ALLOCATION

= $500,300

In Table III-I we have tabulated Module I allocations to the thirty-two districts.

Table III-I

MODULE 1

COMMUNITY SCHOOL BOARDS AND DISTRICT ADMINISTRATION ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	TOTAL REGISTER	FIXED COST ALLOCATION	VARIABLE COST ALLOCATION	TOTAL ALLOCATION
1	14,241	$ 343,554	$ 89,543	$ 433,097
2	20,416	343,554	128,370	471,924
3	17,146	343,554	107,809	451,363
4	15,151	343,554	95,265	438,819
5	17,753	343,554	111,625	455,179
6	17,805	343,554	111,952	455,506
7	23,824	343,554	149,798	493,352
8	28,414	343,554	178,659	522,213
9	34,769	343,554	218,617	562,171
10	30,203	343,554	189,907	533,461
11	24,929	343,554	156,746	500,300
12	26,087	343,554	164,027	507,581
13	20,703	343,554	130,174	473,728
14	24,325	343,554	152,948	496,502
15	24,259	343,554	152,533	496,087
16	16,542	343,554	104,011	447,565
17	25,460	343,554	160,085	503,639
18	19,683	343,554	123,761	467,315
19	27,549	343,554	173,220	516,774
20	25,366	343,554	159,494	503,048
21	24,842	343,554	156,199	499,753
22	25,412	343,554	159,783	503,337
23	17,354	343,554	109,117	452,671
24	25,050	343,554	157,507	501,061
25	24,497	343,554	154,030	497,584
26	17,080	343,554	107,394	450,948
27	28,543	343,554	179,470	523,024
28	23,586	343,554	148,302	491,856
29	25,330	343,554	159,267	502,821
30	23,349	343,554	146,811	490,365
31	39,349	343,554	247,412	590,966
32	20,316	343,554	127,741	471,295
TL	749,333	$10,993,728	$4,711,577	$ 15,705,305

IV. IMPACT OF WORKLOAD FACTORS ON TEACHER RESOURCE ALLOCATION

Essential in developing allocation formulae is to establish workload factors for classroom teachers in kindergarten, elementary schools, and junior high schools. These workload factors impose conditions on resource allocation decisionmaking. The objective formulae we develop to distribute monies placed in Module 2A for basic instructional services identify the resources required to meet the following classroom workload factors:

- Class size limits.
- Teaching, preparation, and administrative period assignments.

Workload factors differ for kindergarten, elementary schools and junior high schools. They also differ for Title I and Non-Title I schools* at each level. Title I schools receive more teacher resources per pupil than Non-Title I schools.

In this chapter, we show how the workload factors determine the number of classes a district must have, the number of teachers needed for each class, and what the pupil-teacher ratio must be. Pupil-teacher ratios measure the teacher resources required by the district's students. They are the building blocks for developing a district's workload weighted register, a register that weights pupils by their teacher resource requirements. Figure IV-I illustrates the procedure we will follow.

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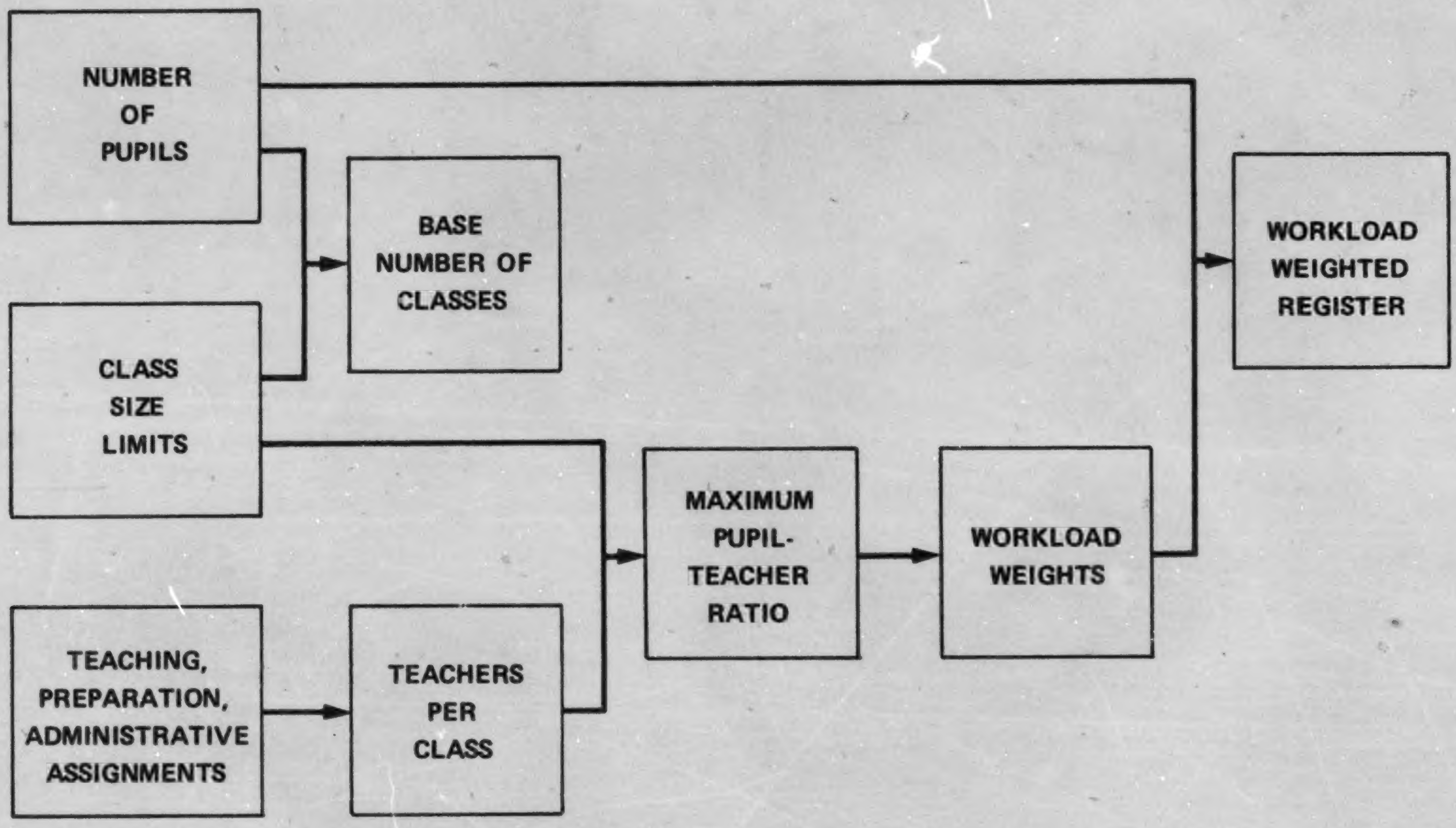
*A school receives a "Title I" designation when 39.6% or more of its enrollment is made up of students from low income families.

Figure IV-1

DEVELOPING THE WORKLOAD WEIGHTED REGISTER


NUMBER OF PUPILS
BASE NUMBER OF CLASSES
CLASS SIZE LIMITS
TEACHING, PREPARATION, ADMINISTRATIVE ASSIGNMENTS
TEACHERS PER CLASS
MAXIMUM PUPIL-TEACHER RATIO
WORKLOAD WEIGHTS
WORKLOAD WEIGHTED REGISTER

I. CLASS SIZE LIMITS

The size of regular classes must be below the following limits:* (Figure IV-2)

- Kindergarten: 25 pupils per class.
- Elementary school: 32 pupils per class.
- Junior high school
    - Title I school: 30 pupils per class
    - Non-Title I School: 33 pupils per class.

The base number of classes of full-time equivalent students is given by the following relationship:

$$\text{DISTRICT d BASE NUMBER OF CLASSES} = \frac{\text{DISTRICT d NUMBER OF FTE PUPILS IN REGISTER}}{\text{MAXIMUM CLASS SIZE}}$$

---

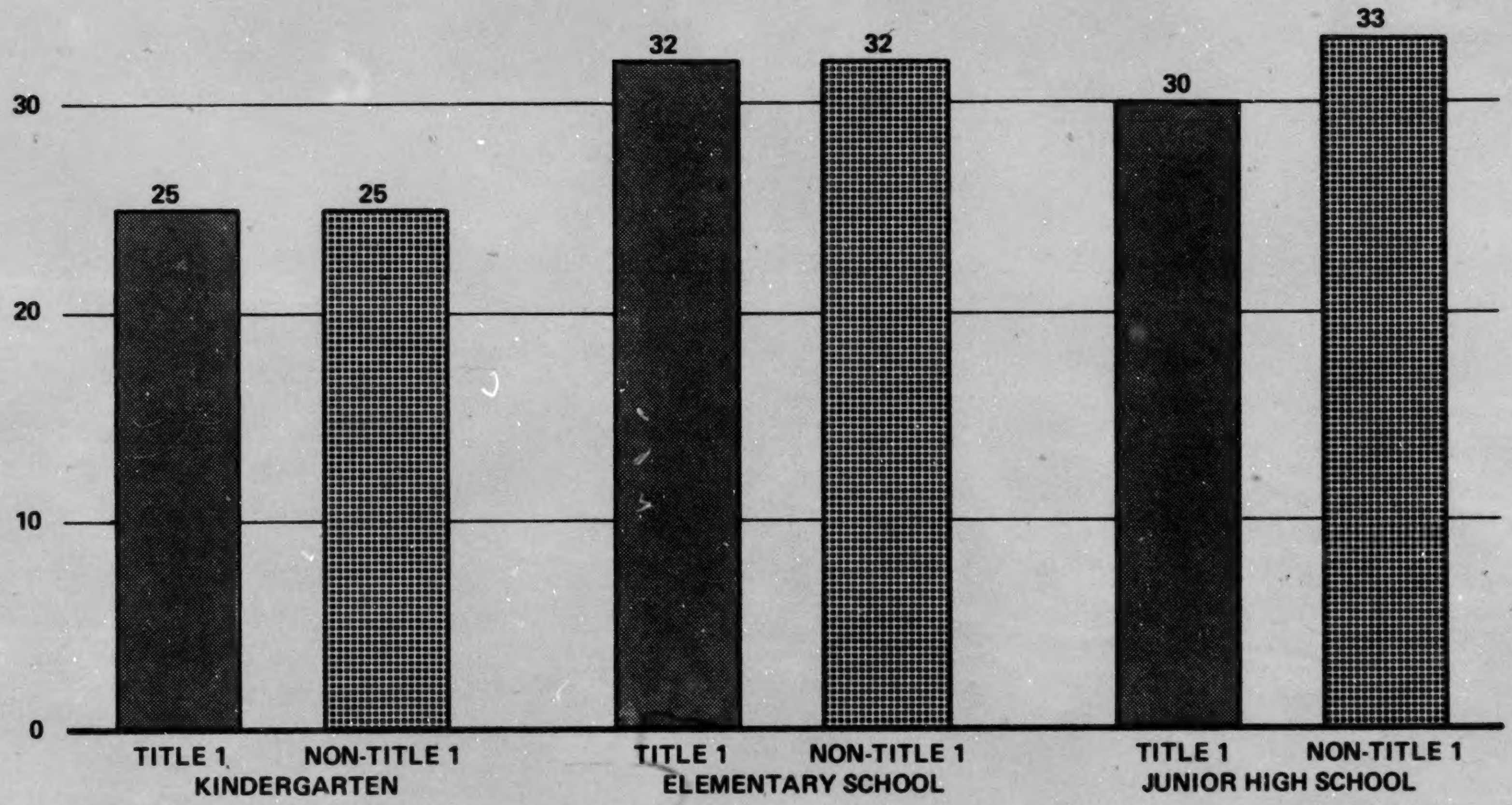
*An acceptable reason for exceeding the maximum class size limitations listed above may be any of the following:

- There is no space available to permit scheduling any additional class or classes in order to reduce class size.
- Conforming to the class size objective would result in placing additional classes on short time schedule.
- Conforming to the class size objective would result in organizing half-classes.
- A class larger than the maximum is necessary or desirable in order to provide for specialized or experimental instruction, for IGC instruction, or for placing pupils in a subject class of which there is only one on a grade.

In the event that it is necessary to assign a teacher to a class that exceeds the maximum size listed above, the principal shall stipulate the reason in writing to the teacher and to the Chancellor.

Figure IV-2

MAXIMUM CLASS SIZE LIMITS



- For example, District II has a base of 751 classes. The calculations are shown below.

DISTRICT II BASE NUMBER OF CLASSES

LEVEL	TITLE I STATUS	ADJUSTED REGISTER	FTE REGISTER*	MAXIMUM CLASS SIZE	BASE NUMBER OF CLASSES
Kindergarten	Title I	124	62	25	2
Kindergarten	Non-Title I	2,026	1,013	25	41
Elementary	Title I	1,336	1,336	32	42
Elementary	Non-Title I	12,499	12,499	32	391
Junior High	Title I	1,233	1,233	30	41
Junior High	Non-Title I	7,711	7,711	33	234
TOTAL		24,929	23,854	--	751

The adjusted registers for all districts are developed in Appendix A. The base number of classes for all of the districts is shown in Table IV-1.

2. TEACHERS PER CLASS

Since at least one teacher must be assigned to each class, the number of teachers required cannot be less than the base number of classes. We will show that more than one teacher is required per class.

---

*This calculation is based on full-time equivalent (FTE) students so the adjusted register is converted from number of students to number of FTE students. This conversion affects only the kindergarten register since these students are required to be in school for one-half day. The adjustment is made by dividing the kindergarten register in half. For example, District II's 2,150 kindergarten students are equivalent to 1,075 FTE students.

Table IV-1

BASE NUMBER OF CLASSES FISCAL YEAR 1975-1976

	FTE KINDERGARTEN			FTE ELEMENTARY			FTE JUNIOR HIGH			
DISTRICT	TITLE I	NON-TITLE I	TOTAL	TITLE I	NON-TITLE I	TOTAL	TITLE I	NON-TITLE I	TOTAL	TOTAL
1	22	0	22	278	0	278	143	0	143	443
2	19	14	33	229	150	379	96	114	210	622
3	29	2	31	323	29	352	144	0	144	527
4	24	0	24	317	0	317	87	35	122	463
5	28	0	28	347	0	347	136	36	172	547
6	29	9	38	276	81	357	95	51	146	541
7	39	0	39	465	0	465	233	0	233	737
8	45	9	54	428	51	479	210	124	334	867
9	56	0	56	727	0	727	270	17	287	1,070
10	29	28	57	358	214	572	247	49	296	925
11	2	41	43	42	391	433	41	234	275	751
12	45	3	48	523	34	557	153	39	192	797
13	34	0	34	437	0	437	168	0	168	639
14	43	0	43	459	0	459	251	0	251	753
15	47	2	49	453	12	465	231	0	231	745
16	24	0	24	378	0	378	108	0	108	510
17	41	2	43	477	39	516	227	0	227	786
18	7	22	29	65	266	331	40	196	236	596
19	36	8	44	456	92	548	260	0	260	852
20	8	46	54	78	378	456	35	212	247	757
21	6	37	43	77	402	479	53	175	228	750
22	0	56	56	0	480	480	0	219	219	755
23	25	0	25	358	0	358	155	0	155	538
24	8	48	56	64	371	435	0	254	254	745
25	0	53	53	0	451	451	0	224	224	728
26	0	36	36	0	302	302	0	170	170	508
27	21	48	69	212	347	559	77	150	227	855
28	16	28	44	160	284	444	71	153	224	712
29	20	34	54	195	294	489	92	128	220	763
30	22	34	56	154	297	451	67	125	192	699
31	12	80	92	121	585	706	0	368	368	1,166
32	33	0	33	419	0	419	175	0	175	627
TL	770	640	1,410	8,876	5,550	14,426	3,865	3,073	6,938	22,774

The teacher's workday is separated into teaching, preparation, and administrative periods.* The number of periods allowed varies by level and by Title I or Non-Title I status. When a teacher is taking a preparation or administrative period, another teacher must be assigned to cover the class. Each class actually requires more than one teacher, and the number of teachers determined from class size limits must be adjusted upward to insure adequate class coverage. The calculations for kindergarten and elementary schools and for junior high schools are developed step by step in the following sections.

---

*Teaching, preparation and administrative periods for junior high school teachers are defined as follows:

- "Teaching periods" are those periods in which the teacher is actively involved with the pupil in the act of teaching, either as an individual or as a member of a teaching team, and has participated in planning the instruction to be conducted.
- "Preparation periods" are those periods during which the teacher is not assigned to a regularly programmed responsibility. Teachers are expected to utilize their professional preparation time in such manner as to enable them to further their professional work for the purpose of their greater classroom effectiveness.
- "Administrative periods" are those periods during which the teacher is programmed for regular activity other than teaching.

For kindergarten and elementary school teachers, the definition of preparation periods is significantly different:

- Preparation periods shall be used for unassigned professional work. Teachers are expected to utilize their professional preparation time in such manner as to enable them to further their professional work for the purpose of their greater classroom effectiveness. Preparation periods shall be used for professional, job-related work that may include but is not limited to preparing for classes, preparing teaching material, presenting or attending demonstration lessons, participating in teacher training, and conferencing with the principal, with other teachers, with guidance counselors or with parents.

The definition allows kindergarten and elementary teachers to be assigned to present "demonstration lessons," which in effect would convert preparation periods into teaching periods.

A. Kindergarten and Elementary Schools

Instruction time in kindergarten and elementary schools can be divided into the equivalent of 30 periods per week. All teachers in kindergarten and elementary schools have their week of 30 periods divided into teaching and preparation periods. (Figure IV-3).

- Title I schools allow teachers to have the equivalent of 25 teaching and 5 preparation periods per week.
- Non-Title I schools allow teachers to have the equivalent of 28 teaching and 2 preparation periods per week.

Since pupils are in class 30 periods a week, these circumstances call for additional teachers, who are usually "cluster teachers," to cover classes when the "regular" teacher is engaged in preparation.* The proportion of the required additional cluster teacher is computed from the following expresssion:

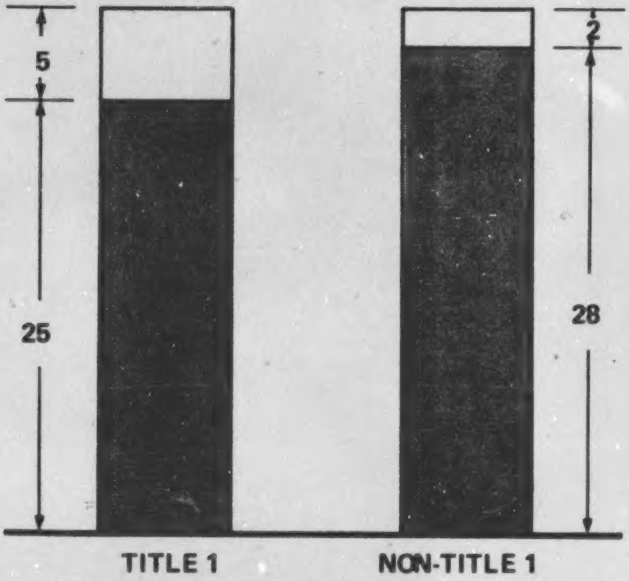
---

*The term "cluster teacher" refers to teaching personnel in elementary schools who are specially assigned to the teaching classes in music, art, science, health education or the fundamental skills and who are not assigned to a homeroom class.

The cluster teacher's program can include more than twenty teaching periods per week. See "Appeal to the Superintendent of Schools of Ann Augullar, Teacher at P97X," January 5, 1968.

Figure IV-3

TEACHING AND PREPARATION PERIODS PER WEEK KINDERGARTEN AND ELEMENTARY SCHOOLS



☐ PREPARATION ■ TEACHING

$$\text{ADDITIONAL TEACHER PER CLASS} = \frac{\text{NUMBER OF INSTRUCTIONAL PERIODS REQUIRING COVERAGE}}{\text{NUMBER OF TEACHING PERIODS PER WEEK ASSIGNED TO A CLUSTER TEACHER}}$$

- For Title I schools, the additional proportion of a teacher per class is equal to 5/25 = 0.20.
- For Non-Title I schools, the additional proportion of a teacher per class is equal to 2/28 = 0.07.

The total number of teachers required per class is equal to one regular teacher plus an additional proportion of a cluster teacher (Figure IV-4).

- For Title I schools, the total number of teachers required per class is equal to 1 + 0.20 = 1.20.
- For Non-Title I schools, the total number of teachers required per class is equal to 1 + 0.07 = 1.07.

B. Junior High Schools

Students in junior high schools attend classes for 7 periods per day, or 35 periods per week. All teachers in junior high schools have their week of 35 periods divided into teaching periods, preparation periods, and administrative periods (Figure IV-5).

- Title I schools allow homeroom teachers to have 22 teaching, 8 preparation, and 5 administrative periods per week.

Figure IV-4

TOTAL NUMBER OF TEACHERS PER CLASS
KINDERGARTEN AND ELEMENTARY SCHOOLS

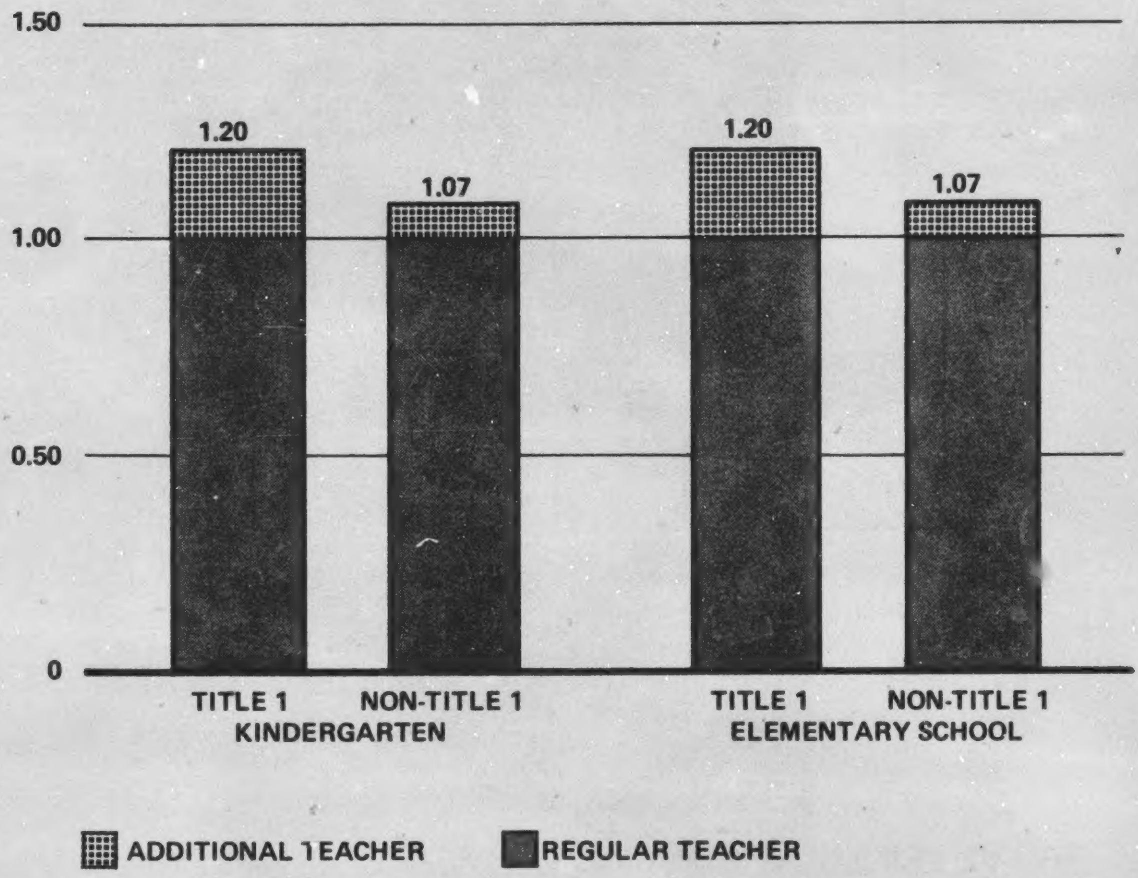
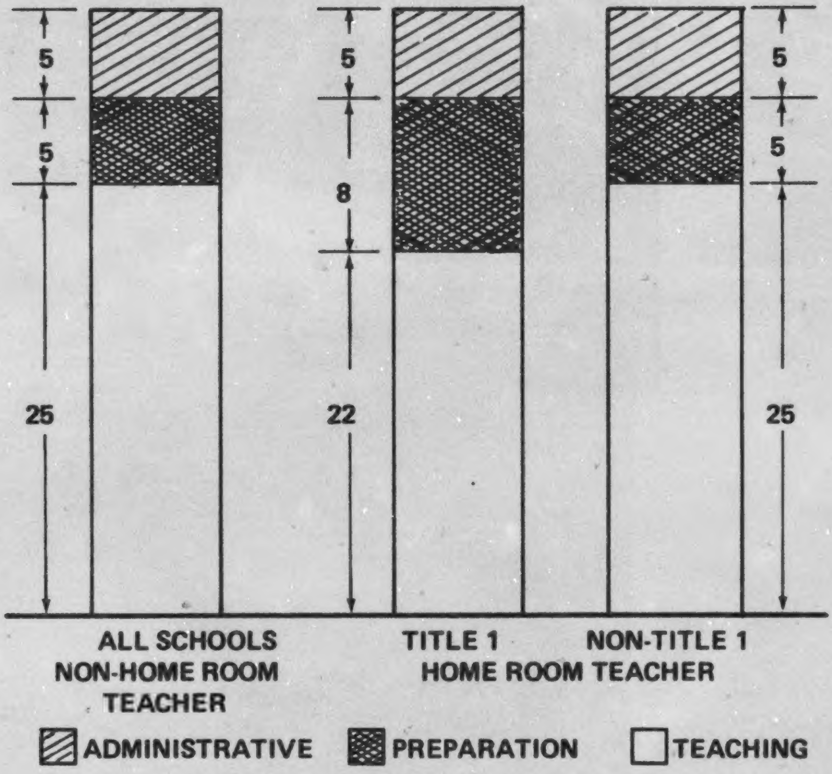


Figure IV-5

TEACHING, PREPARATION AND ADMINISTRATIVE PERIODS PER WEEK

JUNIOR HIGH SCHOOLS



- Non-Title I schools allow homeroom teachers to have 25 teaching, 5 preparation, and 5 administrative periods per week.

- All junior high schools allow non-homeroom teachers to have 25 teaching, 5 preparation, and 5 administrative periods per week.*

The proportion of an additional teacher needed to cover a class while the regular teacher is engaged in preparation or administrative activities is computed from the following expression:

$$\begin{array}{c}\text{ADDITIONAL}\\ \text{TEACHER}\\ \text{PER CLASS}\end{array} = \frac{\begin{array}{c}\text{NUMBER OF}\\ \text{INSTRUCTIONAL}\\ \text{PERIODS REQUIRING}\\ \text{COVERAGE WHEN ON}\\ \text{PREPARATION}\end{array} + \begin{array}{c}\text{NUMBER OF}\\ \text{INSTRUCTIONAL}\\ \text{PERIODS REQUIRING}\\ \text{COVERAGE WHEN ON}\\ \text{ADMINISTRATIVE ASSIGNMENT}\end{array}}{\begin{array}{c}\text{NUMBER OF TEACHING PERIODS PER WEEK}\\ \text{ASSIGNED TO NON-HOMEROOM TEACHERS}\end{array}}$$

- For Title I schools, the proportion of an additional teacher per class is equal to (8+5)/25 = 13/25 = 0.52.

- For Non-Title I schools, the proportion of an additional teacher per class is equal to (5+5)/25 = 10/25 = 0.40.

The total number of teachers required per class is equal to one regular teacher plus a proportion of an additional preparation teacher (Figure IV-6).

- For Title I schools, the total number of teachers required per class is equal to 1 + 0.52 = 1.52.

- For Non-Title I schools, the total number of teachers required per class is equal to 1 + 0.40 = 1.40.

- There is no established city-wide policy in regard to the programs of non-homeroom teachers in special service junior high schools.

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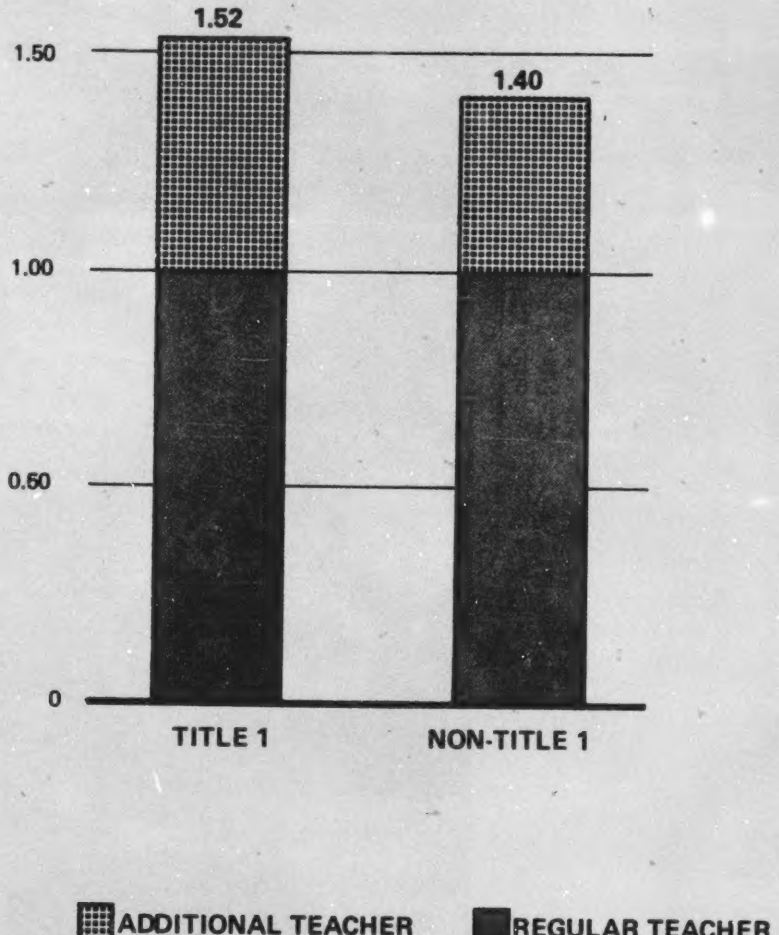
*"Appeal to the Superintendent of Schools of Audrey Sutton et al, Teachers at J125X," March 13, 1970.

Figure IV-6

TOTAL NUMBER OF TEACHERS PER CLASS
JUNIOR HIGH SCHOOLS



3. PUPIL-TEACHER RATIOS

These class size limits and the teaching, preparation, and administrative periods can be translated into school or district wide maximum pupil-teacher ratios. These ratios provide a common basis for comparing interdistrict resource requirements.

The allowances for teaching, preparation, and administrative periods increase the required number of teachers so that the maximum school or district wide pupil-teacher ratios are lowered below the class size limits. To put it another way, the maximum school or district wide pupil-teacher ratios are less than the class size limits because more than one teacher per class is required. The extent of the reduction is determined by the required number of teachers per class:

$$\text{MAXIMUM PUPIL-TEACHER RATIO} = \frac{\text{CLASS SIZE LIMIT}}{\text{TEACHERS PER CLASS}}$$

By performing the calculations for each type of school, we obtain the following pupil-teacher ratios (Figure IV-7):

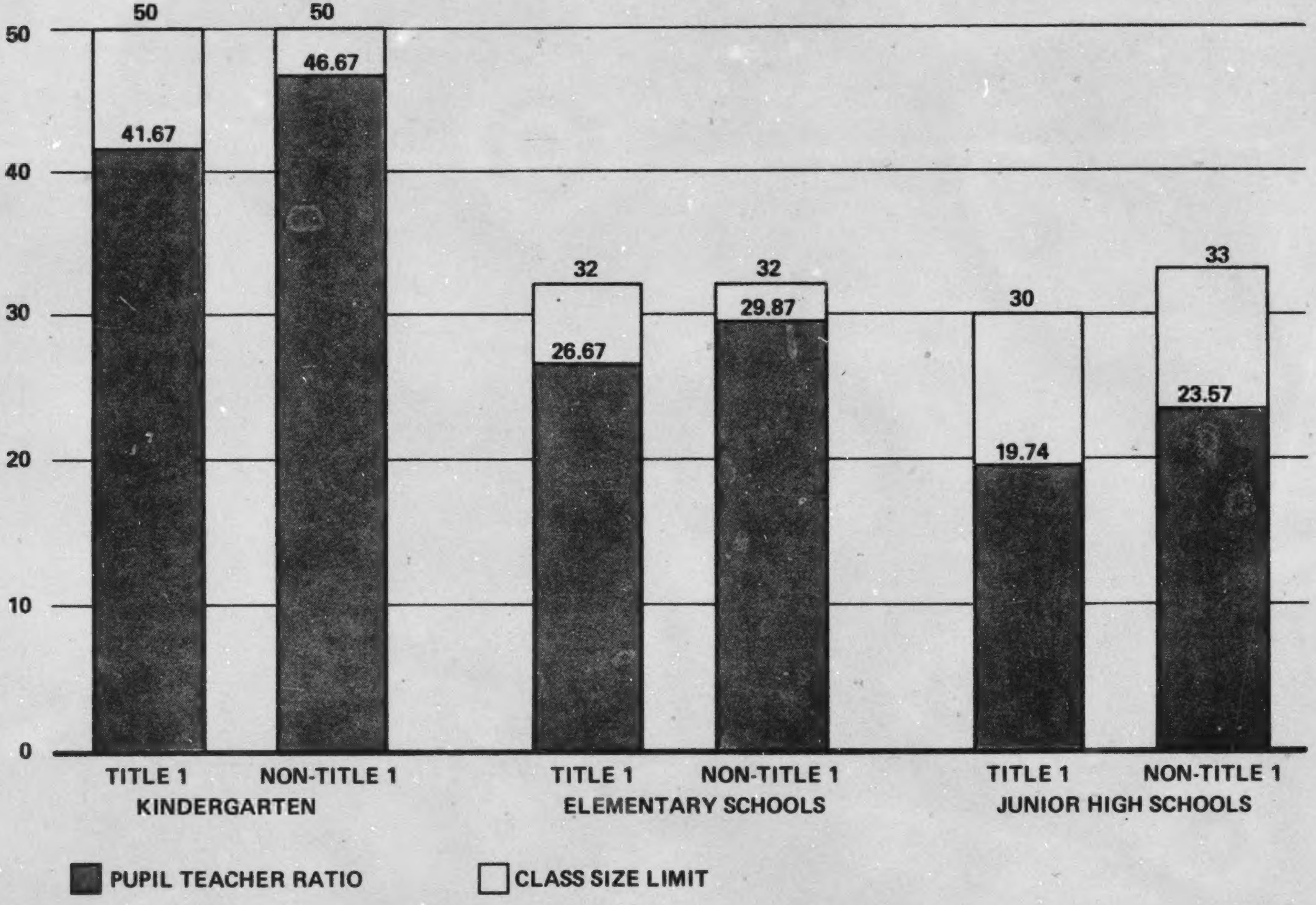
MAXIMUM PUPIL-TEACHER RATIO

LEVEL	TITLE I STATUS	CLASS SIZE	TEACHERS PER CLASS	PUPIL-TEACHER RATIO
Kindergarten	Title I	50	1.20	41.67*
Kindergarten	Non-Title I	50	1.07*	46.67*
Elementary	Title I	32	1.20	26.67*
Elementary	Non-Title I	32	1.07*	29.87*
Junior High	Title I	30	1.52	19.74*
Junior High	Non-Title I	33	1.40	23.57*

*Approximate value rounded to two decimal places.

Figure IV-7

MAXIMUM PUPIL-TEACHER RATIO



A district that has both Title I and Non-Title I schools at some level would have a maximum pupil-teacher ratio that is a weighted average of the pupil-teacher ratios for Title I and Non-Title I schools.

- For example, a district that has 25% of its 10,000 elementary students in Title I schools would have a maximum pupil-teacher ratio of 29.00 computed as follows:

$$\text{WEIGHTED AVERAGE MAXIMUM PUPIL-TEACHER RATIO} = \frac{\text{10,000 PUPILS}}{\dfrac{0.25 \times \text{10,000 PUPILS}}{\text{26.67 TITLE I PUPILS PER TEACHER}} + \dfrac{(1 - 0.25) \times \text{10,000 PUPILS}}{\text{29.87 NON-TITLE I PUPILS PER TEACHER}}}$$

$$= \frac{\text{10,000 PUPILS}}{\text{94 TEACHERS} + \text{252 TEACHERS}}$$

$$= \text{29.00 PUPILS PER TEACHER}$$

Figure IV-8 illustrates how maximum pupil-teacher ratios depend on the percent of students in Title I schools. This graph combines everything we have developed in our analysis into one simple statement. At a glance, we can determine the basic classroom teacher requirements for any district. The only additional information we need is the percent of students in Title I schools of the particular level.

- For example, a district that has 40% of its junior high school students in Title I schools is obligated to have a pupil-teacher ratio no higher than 22.1.

Table IV-2 lists the maximum pupil-teacher ratios for each district.

Figure IV-8

MAXIMUM PUPIL-TEACHER RATIOS AND PERCENT OF TITLE 1 PUPILS

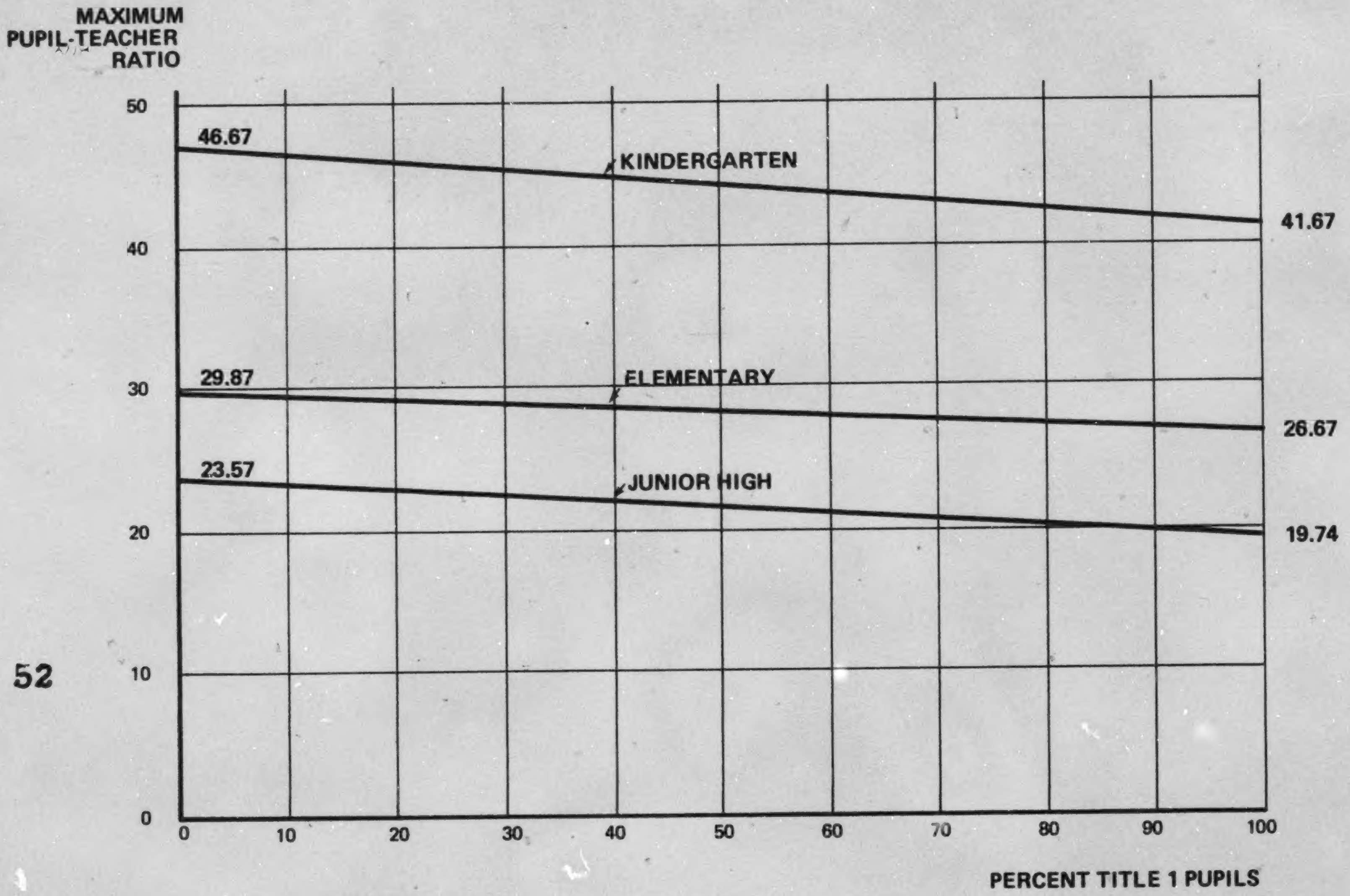


Table IV-2

MAXIMUM PUPIL - TEACHER RATIO

FISCAL YEAR 1975-1976

DISTRICT	KINDERGARTEN	ELEMENTARY	JUNIOR HIGH
1	41.67	26.67	19.74
2	43.62	27.85	21.74
3	41.98	26.91	19.74
4	41.67	26.67	20.77
5	41.67	26.67	20.49
6	42.73	27.33	21.00
7	41.67	26.67	19.74
8	42.40	26.97	21.09
9	41.67	26.67	19.95
10	43.96	27.78	20.33
11	46.35	29.52	22.96
12	41.95	26.84	20.46
13	41.67	26.67	19.74
14	41.67	26.67	19.74
15	41.85	26.74	19.74
16	41.67	26.67	19.74
17	41.90	26.88	19.74
18	45.40	29.18	22.88
19	42.49	27.16	19.74
20	45.83	29.26	22.99
21	45.90	29.30	22.63
22	46.67	29.87	23.57
23	41.67	26.67	19.74
24	45.91	29.35	23.57
25	46.67	29.87	23.57
26	46.67	29.87	23.57
27	45.01	28.57	22.20
28	44.70	28.63	22.29
29	44.70	28.50	21.89
30	44.58	28.69	22.16
31	45.93	29.26	23.57
32	41.67	26.67	19.74
TL	43.80	27.81	21.36

4. THE WORKLOAD WEIGHTED REGISTER

Pupil-teacher ratios are indexes of teacher resource requirements: one teacher for a given number of students. We can use the maximum pupil-teacher ratios derived from classroom workload factors to develop workload weights that reflect the relative teacher resource requirements among the levels and between Title I and Non-Title I status. These weights are applied to the adjusted register of each district to generate a district's workload weighted register. The workload weighted register is used for allocating Module 2A and Module 4B funds.

The weights are simply ratios of the maximum pupil-teacher ratios with elementary Non-Title I ratio as the base or the "standard":

$$\text{WORKLOAD WEIGHT} = \frac{\text{"STANDARD" PUPIL-TEACHER RATIO}}{\text{MAXIMUM PUPIL-TEACHER RATIO}}$$

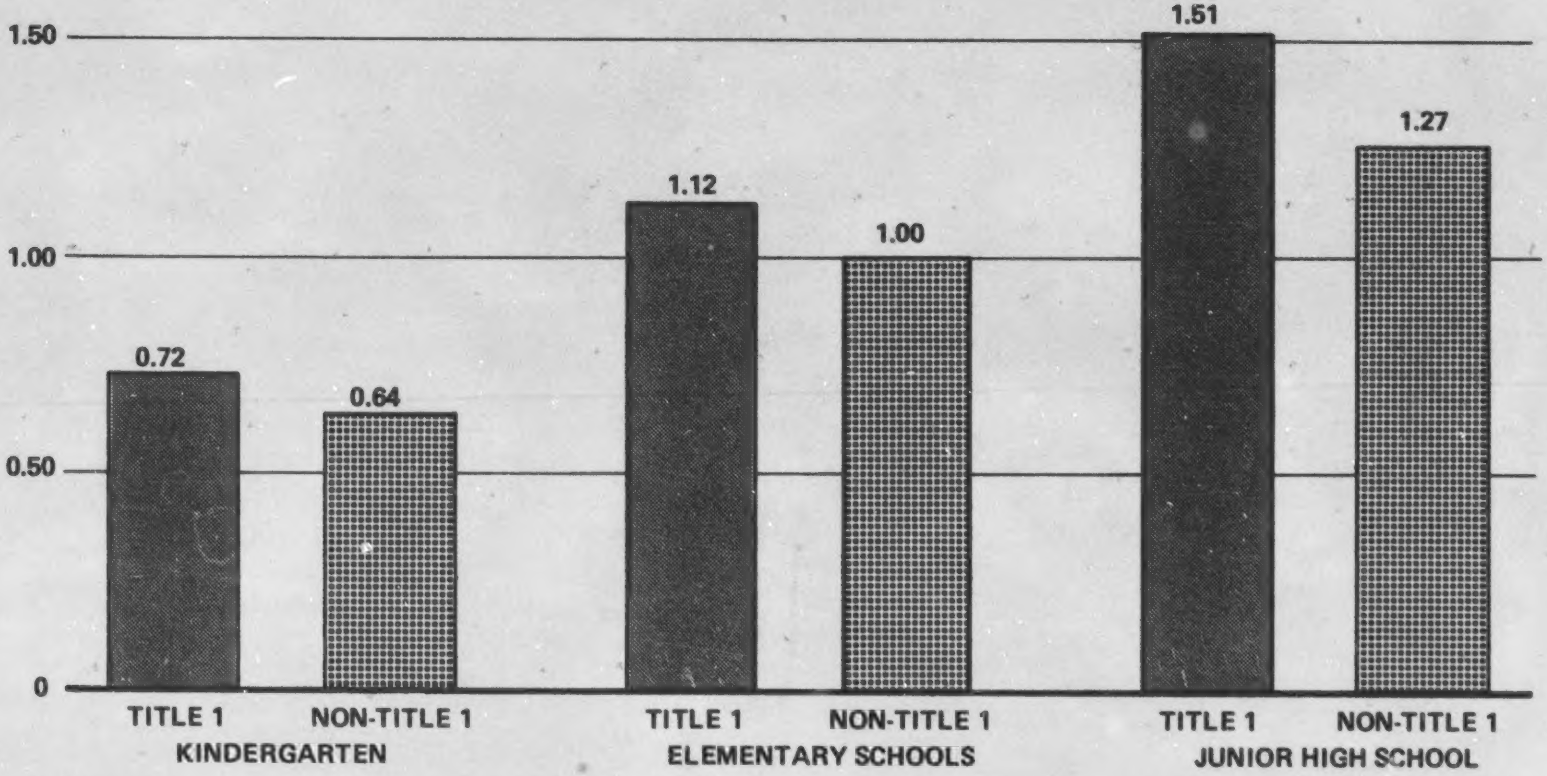
By performing the calculations for each type of school, we obtain the following workload weights (Figure IV-9):

COMPUTING THE WORKLOAD WEIGHTS

LEVEL	TITLE I STATUS	"STANDARD" PUPIL-TEACHER RATIO	PUPIL-TEACHER RATIO	WORKLOAD WEIGHT
Kindergarten	Title I	29.87	41.67	0.72
Kindergarten	Non-Title I	29.87	46.67	0.64
Elementary	Title I	29.87	26.67	1.12
Elementary	Non-Title I	29.87	29.87	1.00
Junior High	Title I	29.87	19.74	1.51
Junior High	Non-Title I	29.87	23.57	1.27

Figure IV-9

WORKLOAD WEIGHTS



The weights can be interpreted as the required number of teachers per 29.87 students to meet the workload factors for class size and teachers per class, where the 29.87 is the "standard" pupil-teacher ratio.

- For example, 100 teachers are required for every 2,987 students in Non-Title I elementary schools
  - Only 64 teachers are required for every 2,987 students in Non-Title I kindergarten
  - But 127 teachers are required for every 2,987 students in Non-Title I junior high schools.

The table below shows how the workload weighted register is developed.

WORKLOAD WEIGHTED REGISTER = ADJUSTED REGISTER X WORKLOAD WEIGHT

A district's total workload weighted register is the combined sum of the six workload weighted registers for each level and Title I status.

COMPUTING THE WORKLOAD WEIGHTED REGISTER FOR DISTRICT II

LEVEL	TITLE I STATUS	ADJUSTED REGISTER	WORKLOAD WEIGHT	WORKLOAD WEIGHTED REGISTER
Kindergarten	Title I	124	0.72	89
Kindergarten	Non-Title I	2,026	0.64	1,297
Elementary	Title I	1,336	1.12	1,496
Elementary	Non-Title I	12,499	1.00	12,499
Junior High	Title I	1,233	1.51	1,862
Junior High	Non-Title I	7,711	1.27	9,793
TOTAL		24,929	--	27,036

The city-wide total workload weighted register is the sum of all the districts' workload weighted registers (Table IV-3).

Table IV-3

WORKLOAD WEIGHTED REGISTER, FISCAL YEAR 1975-1976

	KINDERGARTEN			ELEMENTARY			JUNIOR HIGH			
DISTRICT	TITLE I	NON-TITLE I	TOTAL	TITLE I	NON-TITLE I	TOTAL	TITLE I	NON-TITLE I	TOTAL	TOTAL
1	774	0	774	9,956	0	9,956	6,458	0	6,458	17,188
2	681	435	1,116	8,192	4,808	13,000	4,370	4,794	9,164	23,280
3	1,035	69	1,104	11,570	943	12,513	6,535	0	6,535	20,152
4	874	0	874	11,375	0	11,375	3,956	1,474	5,430	17,679
5	1,002	0	1,002	12,436	0	12,436	6,141	1,511	7,652	21,090
6	1,027	276	1,303	9,890	2,579	12,469	4,316	2,134	6,450	20,222
7	1,420	0	1,420	16,653	0	16,653	10,544	0	10,544	28,617
8	1,624	278	1,902	15,354	1,623	16,977	9,501	5,208	14,709	33,588
9	2,026	0	2,026	26,071	0	26,071	12,252	715	12,967	41,064
10	1,056	894	1,950	12,832	6,858	19,690	11,200	2,041	13,241	34,881
11	89	1,297	1,386	1,496	12,499	13,995	1,862	9,793	11,655	27,036
12	1,632	98	1,730	18,732	1,090	19,822	6,913	1,618	8,531	30,083
13	1,207	0	1,207	15,661	0	15,661	7,616	0	7,616	24,484
14	1,530	0	1,530	16,439	0	16,439	11,358	0	11,358	29,327
15	1,691	65	1,756	16,237	371	16,608	10,481	0	10,481	28,845
16	868	0	868	13,543	0	13,543	4,898	0	4,898	19,309
17	1,462	70	1,532	17,101	1,244	18,345	10,280	0	10,280	30,157
18	239	702	941	2,314	8,506	10,820	1,817	8,228	10,045	21,806
19	1,309	256	1,565	16,334	2,958	19,292	11,761	0	11,761	32,618
20	296	1,473	1,769	2,808	12,101	14,909	1,586	8,885	10,471	27,149
21	215	1,187	1,402	2,770	12,852	15,622	2,384	7,348	9,732	26,756
22	0	1,806	1,806	0	15,374	15,374	0	9,164	9,164	26,344
23	894	0	894	12,842	0	12,842	7,017	0	7,017	20,753
24	274	1,523	1,797	2,305	11,860	14,165	0	10,632	10,632	26,594
25	0	1,709	1,709	0	14,435	14,435	0	9,387	9,387	25,531
26	0	1,162	1,162	0	9,666	9,666	0	7,109	7,109	17,937
27	758	1,530	2,288	7,585	11,093	18,678	3,468	6,271	9,739	30,705
28	581	894	1,475	5,744	9,083	14,827	3,215	6,402	9,617	25,919
29	707	1,089	1,796	7,004	9,393	16,397	4,177	5,377	9,554	27,747
30	780	1,082	1,862	5,525	9,505	15,030	3,046	5,234	8,280	25,172
31	446	2,561	3,007	4,334	18,713	23,047	0	15,424	15,424	41,478
32	1,205	0	1,205	15,005	0	15,005	7,921	0	7,921	24,131
TL	27,702	20,456	48,158	318,108	177,554	495,662	175,073	128,749	303,822	847,642

5. WORKLOAD FACTORS AND TEACHER RESOURCE ALLOCATION

In this chapter, we have demonstrated that all pupils do not require identical teacher resources. Pupils must be weighted for teacher resource needs before dollars can be allocated to promote equal educational opportunity for all youth.

The weights are based on differences in workload factors:

- Class size limits.
- Teaching, preparation and administrative period assignments.

With these workload factors, we can compute a district's base number of classes, the smallest number of classes it would have if all pupils were organized into maximum size classes. Because teachers are allowed preparation and administrative assignments, more than one teacher is required for each class. This means that the pupil-teacher ratio must be less than the class size limit. Pupil-teacher ratios are convenient building blocks for workload weights that measure the relative teacher resources required by pupils in different types of schools. The workload weighted register we developed in this chapter will be the basis for allocating instructional monies, which is done the next chapter.

V. MODULE 2: INSTRUCTIONAL SERVICES

I. IMPROVING RESOURCE ALLOCATION

The allocation formulae for instructional services are the most powerful instrument the New York City Board of Education has for providing equal educational opportunity for all youth. The current allocation formulae used to distribute Program 30 monies to the decentralized community school districts was first used for fiscal year 1974-1975. In developing allocation formulae, we were guided by the following criteria:

- The formulae should provide equal educational opportunity for all youth by:
  - Recognizing that workload factors mandate different mixes or "packages" of resources per pupil to insure equal classroom teacher time for all students.
  - Recognizing that dollars must be allocated to compensate for interdistrict variations in cost.
  - Recognizing that the diverse pupil populations require different levels of resources.
- The formulae should support the educational goals and policies of the Board of Education by:
  - Providing the central and local boards and administration with information on the costs and consequences of allocation decisions and obligations.
  - Providing parents, the public, and city officials with timely information on the budgetary process.

The formulae for allocating tax levy funds for Instructional Services are thought to be consistent with the above criteria and objectives. Additionally, the formulae provide a simple instrument for identifying the actual funding a district requires to support its basic classroom workload requirements.

- We must streess that basic classroom workload requirements are not synonymous with minimum educational requirements.
- Workload factors are merely the starting point for determining a district's allocation.
- Funds for other required and supporting services are also essential to provide for individual district's educational projects.

The formulae recognize this distinction between workload factors and educational requirements and allocate Instructional Services funds for both.

The procedure for allocating Instructional Services monies is illustrated in Figure V-I. The following steps summarize the formulae.

INSTRUCTIONAL SERVICES MONIES ARE DIVIDED INTO TWO PARTS:

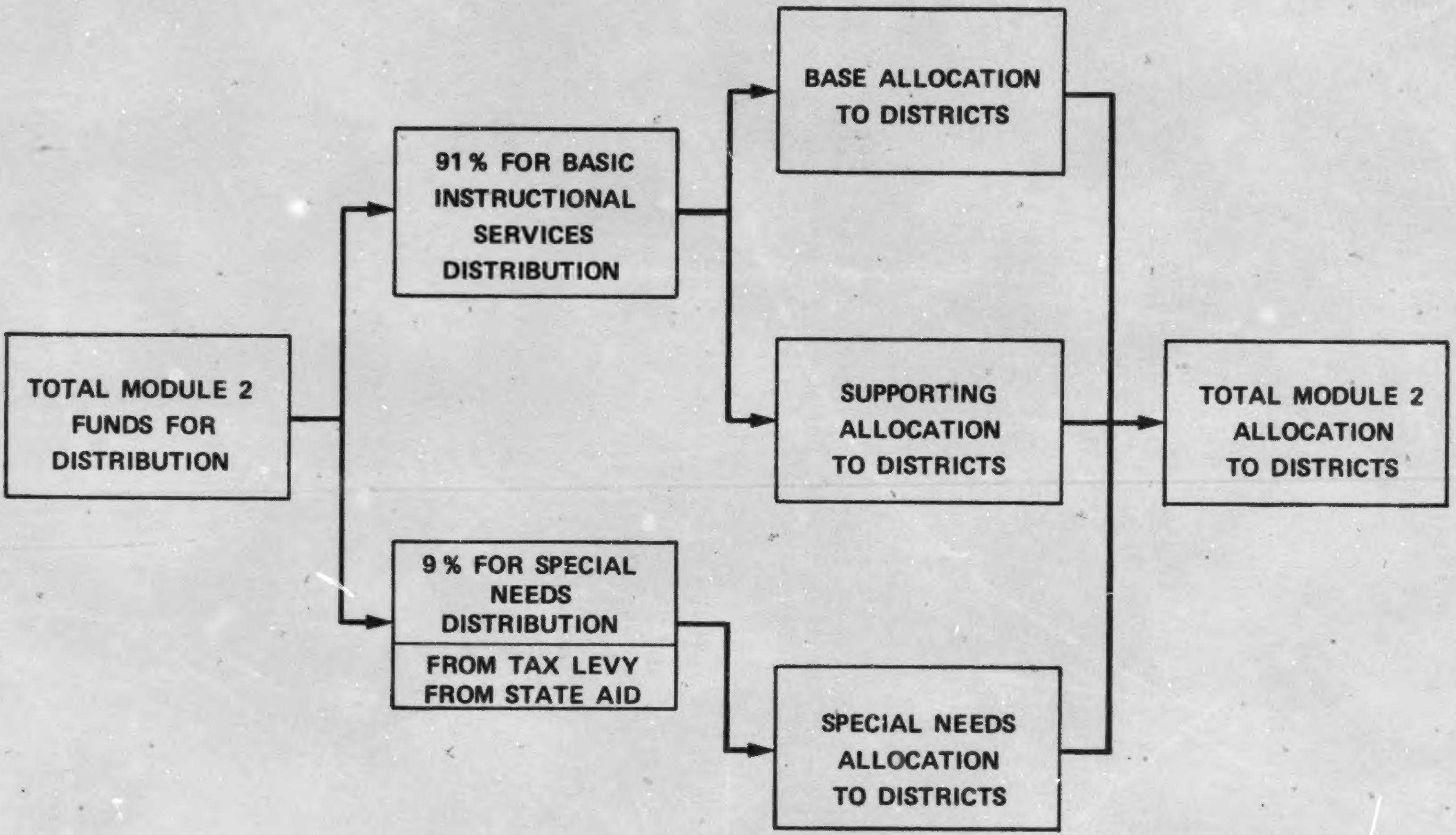
- Module 2A for basic classroom obligations and other required and supporting services.
- Module 2 B for special needs distribution.

EVERY COMMUNITY SCHOOL DISTRICT IS ALLOCATED SUFFICIENT INSTRUCTIONAL SERVICES FUNDS TO MEET BASIC CLASSROOM WORKLOADS

- The formulae for allocating Module 2 funds identify the base number of teachers for each district. The following workload factors are taken into account when calculating the base number of teachers:
  - Class size limits.
  - Teaching, preparation, and administrative period assignments.

Figure V-1

ALLOCATING MODULE 2 MONIES


TOTAL MODULE 2 FUNDS FOR DISTRIBUTION
91% FOR BASIC INSTRUCTIONAL SERVICES DISTRIBUTION
9% FOR SPECIAL NEEDS DISTRIBUTION
FROM TAX LEVY
FROM STATE AID
BASE ALLOCATION TO DISTRICTS
SUPPORTING ALLOCATION TO DISTRICTS
SPECIAL NEEDS ALLOCATION TO DISTRICTS
TOTAL MODULE 2 ALLOCATION TO DISTRICTS

- The formulae clearly identify the base allocation for each district to meet basic classroom workloads.

- The formulae incorporate an adjustment for inter-district teacher salary differences.

THE REMAINING FUNDS FOR BASIC INSTRUCTIONAL SERVICES ARE ALLOCATED TO DISTRICTS FOR OTHER REQUIRED AND SUPPORTING SERVICES

- After identifying funds to meet basic classroom workload requirements, remaining Instructional Services funds are distributed to meet community school districts' other required and supporting services.

- One part of this supporting allocation is an extension of the funds to meet basic classroom obligations to include additional instructional personnel and step and differential salary changes occurring within the next fiscal year.

- Another part of this supporting allocation covers occasional absence costs for substitute services.

- The final part of this supporting allocation to districts is made in proportion to weighted registers where the weights are derived from the workload factors.

- Other required and supporting services include:

  - Supervisory personnel, including principals, assistant principals, and teachers in charge

  - Additional instructional personnel

  - Librarians

  - Attendance teachers

  - Guidance counselors

  - Substitute service

  - Laboratory specialists

- School secretaries
- Hourly employees
- Salary changes occurring within the next fiscal year
- Breakage for grade enrollment in a school
- Other than personal service (OTPS)
- Other charges.

THE LEVEL OF NEEDS SPENDING IS MAINTAINED

- In fiscal year 1974-1975, 9% of Module 2 funds or $67,115,699 was distributed to community school districts on the basis of education needs:
  - $27,297,362 is from tax levy.
  - $39,818,337 is from state aid.
- In fiscal year 1975-1976, 9% of Module 2 funds or $58,995,815 is set aside for special needs distribution:
  - $21,711,218 is from tax levy.
  - $37,284,637 is from state aid.

2. DIVISION OF MODULE 2

The first step in allocating Module 2 funds is to divide the total amount into two parts.

A. Special Needs

A given percent of instructional monies is allotted for special needs. These Module 2B funds are distributed to promote an educational outcome equalization strategy.

MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION = PERCENT OF MODULE 2 FUNDS FOR SPECIAL NEEDS X TOTAL MODULE 2 AMOUNT

- In fiscal year 1975-1976, 9% or $58,995,815 of Module 2 funds is set aside for special needs.

MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION = 0.09 x $655,509,055

= $58,995,815

B. Basic Instructional Services

The remainder of the instructional monies, Module 2A, is distributed for basic instructional services. The allocation formulae promote a resource equalization strategy.

MODULE 2A FUNDS FOR BASIC DISTRIBUTION = TOTAL MODULE 2 AMOUNT — MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION

- In fiscal year 1975-1976, $596,513,240 of Module 2 funds are distributed for basic instructional services.

MODULE 2A
FUNDS FOR = \$655,509,055 - \$58,995,815
BASIC
DISTRIBUTION
= \$596,513,240

In the following section, we describe the objective formulae for a base allocation to each community school district. This base allocation is a starting point for determining a district's basic instructional services allocation. The base allocation clearly identifies funds to meet workload factors for classroom teachers.

- The base allocation by itself is not sufficient to meet educational goals and standards.
- It is only a clear, solid, starting base.

Additional funds for other required and supporting services are essential to provide adequately for individual district educational projects. After describing the base allocation, we describe the objective formulae for the supporting allocation to each community school district. A hold-harmless adjustment is made to the total basic instruction allocations of districts with large declines in their registers to reflect the actual numbers of students enrolled on October 31, 1975. Finally, each district receives a special needs allocation.

3. THE BASE ALLOCATION

In Chapter IV, we analyzed the teacher resource obligations implied by the workload factors. For each district, we determined:

- The base number of classes (Table IV-1).
- The number of teachers per class (Figures IV-4 and IV-6).
- The maximum pupil-teacher ratios (Table IV-2).
- The workload weighted register (Table IV-3).

These obligations are building blocks for a district's base allocation. The computation procedure is illustrated in Figure V-2.

A. Base Number of Teachers

We can determine the number of teachers for a district by dividing the adjusted register of each level by its weighted average maximum pupil-teacher ratio, which we developed in Chapter IV, and then adding together the teachers for each of the three levels to arrive at the district total number of teachers. A computation short cut is available to us in the workload weighted register. Recall that the workload weights are the required number of teachers per 29.87 students to meet the workload factors for class size and teachers per class, where the 29.87 is the "standard" pupil-teacher ratio. Dividing a district's workload weighted register by the "standard" pupil-teacher ratio gives us the base number of classroom teachers required to meet the workload factors.

$$\begin{array}{c}\text{DISTRICT d}\\\text{BASE}\\\text{NUMBER OF}\\\text{TEACHERS}\end{array} = \begin{array}{c}\text{DISTRICT d}\\\text{WORKLOAD}\\\text{WEIGHTED}\\\text{REGISTER}\end{array} \div \begin{array}{c}\text{"STANDARD"}\\\text{PUPIL-TEACHER}\\\text{RATIO}\end{array}$$

- To continue with our earlier example of District II, a base of 906 teachers is required for the district.

Figure V-2

COMPUTING THE BASE ALLOCATION
MODULE 2A

STEP 1	DISTRICT d WORKLOAD WEIGHTED REGISTER	÷	"STANDARD" PUPIL TEACHER RATIO	=	DISTRICT d BASE NUMBER OF TEACHERS
E.G., DIST. 11	27,036	÷	29.87	=	906
STEP 2	DISTRICT d BASE NUMBER OF TEACHERS	X	DISTRICT d AVERAGE TEACHER SALARY	=	DISTRICT d BASE ALLOCATION
E.G., DIST. 11	906	X	$ 17,957	=	$ 16,269,042
STEP 3	$\sum_{d=1}^{32}$		DISTRICT d BASE ALLOCATION	=	TOTAL CITY–WIDE BASE ALLOCATION
					$ 485,935,750

$$\text{DISTRICT 11 BASE NUMBER OF TEACHERS} = \text{27,036 STUDENTS (WORKLOAD WEIGHTED)} \div \text{29.87 PUPILS PER TEACHER}$$

$$= \text{906 TEACHERS}$$

Calculations for base teacher requirements for all the districts are shown in Table V-1.

B. Base Allocation

A base allocation is identified for each district to cover its base teacher requirement at its average teacher salary:

$$\text{DISTRICT } d \text{ BASE ALLOCATION} = \text{DISTRICT } d \text{ BASE NUMBER OF TEACHERS} \times \text{DISTRICT } d \text{ AVERAGE TEACHER SALARY}$$

- The base allocation for fiscal year 1975-1976 uses the average teacher salary calculated from the June 1975 detailed position status report.*
- For our example, District 11 receives $16,269,042 for its base allocation.

$$\text{DISTRICT 11 BASE ALLOCATION} = \text{906 TEACHERS} \times \$17{,}957$$

$$= \$16{,}269{,}042$$

Table V-2 lists the allocation each district must receive to meet its basic classroom workload for teachers without the salary changes that will occur within the next fiscal year. These salary changes are funded out of the supporting allocation, which is developed in

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*The position status report is generated from the Board of Education R-740 teacher payroll file data, which is used for producing the actual payroll. Appendix C shows the average salary calculations.

Table V-1

BASE NUMBER OF CLASSROOM TEACHERS

FISCAL YEAR 1975-1976

DISTRICT	KINDERGARTEN TITLE I	KINDERGARTEN NON-TITLE I	ELEMENTARY TITLE I	ELEMENTARY NON-TITLE I	JUNIOR HIGH TITLE I	JUNIOR HIGH NON-TITLE I	TOTAL
1	26	0	333	0	217	0	576
2	23	15	273	161	147	161	780
3	35	3	386	32	219	0	675
4	30	0	379	0	133	50	592
5	34	0	416	0	206	51	707
6	35	10	329	87	145	72	678
7	48	0	558	0	353	0	959
8	55	10	511	55	319	175	1,125
9	68	0	872	0	411	24	1,375
10	36	30	428	230	375	69	1,168
11	3	44	51	417	63	328	906
12	55	4	625	37	232	55	1,008
13	41	0	524	0	255	0	820
14	52	0	549	0	381	0	982
15	57	3	542	13	351	0	966
16	30	0	453	0	164	0	647
17	49	3	571	42	345	0	1,010
18	9	24	78	283	61	276	731
19	44	9	545	100	394	0	1,092
20	10	50	95	402	54	298	909
21	8	40	93	429	80	246	896
22	0	61	0	514	0	307	882
23	30	0	430	0	235	0	695
24	10	51	78	396	0	356	891
25	0	58	0	482	0	315	855
26	0	39	0	324	0	238	601
27	26	52	254	369	117	210	1,028
28	20	30	193	302	108	215	868
29	24	37	235	312	140	181	929
30	27	37	185	316	102	176	843
31	15	86	146	625	0	517	1,389
32	41	0	501	0	266	0	808
TL	941	696	10,633	5,928	5,873	4,320	28,391

Table V-2

MODULE 2A

BASE ALLOCATION FOR CLASSROOM WORKLOAD OBLIGATIONS

FISCAL YEAR 1975-1976

DISTRICT	BASE NUMBER OF TEACHERS	DISTRICT AVERAGE SALARY	BASE ALLOCATION
1	576	$17,322	$ 9,977,472
2	780	17,982	14,025,960
3	675	16,842	11,368,350
4	592	17,065	10,102,480
5	707	16,887	11,939,109
6	678	16,769	11,369,382
7	959	16,685	16,000,915
8	1,125	16,837	18,941,625
9	1,375	15,431	21,217,625
10	1,168	16,845	19,674,960
11	906	17,957	16,269,042
12	1,008	17,109	17,245,872
13	820	16,078	13,183,960
14	982	17,003	16,696,946
15	966	16,806	16,234,596
16	647	15,777	10,207,719
17	1,010	15,987	16,146,870
18	731	17,234	12,598,054
19	1,092	16,706	18,242,952
20	909	17,479	15,888,411
21	896	17,709	15,867,264
22	882	18,368	16,200,576
23	695	16,765	11,651,675
24	891	16,939	15,092,649
25	855	18,487	15,806,385
26	601	18,770	11,280,770
27	1,028	17,966	18,469,048
28	868	17,891	15,529,388
29	929	17,640	16,387,560
30	843	17,549	14,793,807
31	1,389	17,776	24,690,864
32	808	15,883	12,833,464
TL	28,391	-	$485,935,750

the next section. The use of the June 1975 average teacher salary gives effect to the most current variation between community school districts, thereby incorporating an adjustment for teacher salary differences.

The total city-wide base allocation is the sum of districts' base allocations.

$$\text{TOTAL CITY-WIDE BASE ALLOCATION} = \sum_{d=1}^{32} \text{DISTRICT } d \text{ BASE ALLOCATION}$$

- For fiscal year 1974-1975, $485,935,750 is identified for base allocations.

4. THE SUPPORTING ALLOCATION

In this section we develop objective formulae for the supporting allocation. This allocation "supports" the base allocation by providing a district with funds for services in addition to and in support of basic classroom workload obligations.

The supporting allocation is made up of three parts:

- The first part is an extension of the base allocation so that the effect of workload factors and inter-district teacher salary differences are both included.
- The second part is an allocation for the cost of substitute services when a regular teacher is absent.
- The third part is based on only workload factors.

A supporting percent allocation is computed by adjusting the base allocation upward by 13.8% to allow for the following items:*

- 10.0% for additional teachers for breakage, librarians, attendance teachers, guidance counselors, teachers in charge, music teachers, laboratory specialists, grade advisors, and other personnel.
- 3.8% for step and differential salary changes occurring during fiscal year 1975-1976 for teaching personnel, but excluding contractual salary increases not yet negotiated.

An occasional absence allocation is computed by multiplying a district's base number of teachers by $550, a flat substitute service annual cost. The flat annual cost is the product of two factors:

- $55, a "middle" daily rate for a substitute teacher.
- 10 days, the maximum number of paid sick days that a teacher accrues during a school year.

The remaining Instructional Services funds are then allocated on a per capita basis using workload weighted registers. This supporting per capita allocation is for other required and supporting services such as:

- Supervisory personnel, including principals, and assistant principals.
- Paraprofessional employees, corrective reading teachers, corrective mathematics teachers, teachers of English as a second language, hourly employees, school secretaries.
- Salary changes occurring during fiscal year 1975-1976 for non-teaching personnel.
- Other than personal services (OTPS).
- Other charges.

In order to explain the structure of the allocation formulae, we started with the number of students, using workload factors we translated students into teacher requirements, and using salaries we converted teacher requirements into dollars. The following distinctions must be kept in mind:

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*Appendix D explains the basis for the 13.8% amount.

- The allocation formulae is a method for distributing dollars.
- The allocation formulae is not a method for distributing positions.
- The allocation formulae is not a set of guidelines for staffing schools.

A. The Supporting Percent Allocation

The computation steps for the supporting percent allocation are illustrated in Figure V-3. The first step is to adjust upward each district's base allocation.

$$\begin{array}{c}\text{DISTRICT d}\\ \text{SUPPORTING PERCENT}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{BASE}\\ \text{ALLOCATION}\end{array} \times \begin{array}{c}\text{SUPPORTING}\\ \text{PERCENT}\end{array}$$

- For fiscal year 1975-1976, the supporting percent is 13.8%.*
- For example, District II receives $2,245,128 for its supporting percent allocation (Table V-3).

$$\begin{array}{c}\text{DISTRICT II}\\ \text{SUPPORTING PERCENT}\\ \text{ALLOCATION}\end{array} = \$16,269,042 \times 0.138$$

$$= \$2,245,128$$

The total city-wide supporting percent allocation is the sum of all

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*The basis for the 13.8% is explained in Appendix D.

Figure V-3

COMPUTING THE SUPPORTING PERCENT ALLOCATION
MODULE 2A

STEP 1	DISTRICT d BASE ALLOCATION	X	SUPPORTING PERCENT	=	DISTRICT d SUPPORTING PERCENT ALLOCATION
E.G., DIST. 11	$ 16,269,042	X	0.138	=	$ 2,245,128
STEP 2		$\sum_{d=1}^{32}$	DISTRICT d SUPPORTING PERCENT ALLOCATION	=	TOTAL CITY–WIDE SUPPORTING PERCENT ALLOCATION
					$ 67,059,129

Table V-3

MODULE 2A

SUPPORTING PERCENT ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	BASE ALLOCATION	SUPPORTING PERCENT ALLOCATION
1	$ 9,977,472	$ 1,376,891
2	14,025,960	1,935,582
3	11,368,350	1,568,832
4	10,102,480	1,394,142
5	11,939,109	1,647,597
6	11,369,382	1,568,975
7	16,000,915	2,208,126
8	18,941,625	2,613,944
9	21,217,625	2,928,032
10	19,674,960	2,715,144
11	16,269,042	2,245,128
12	17,245,872	2,379,930
13	13,183,960	1,819,386
14	16,696,946	2,304,179
15	16,234,596	2,240,374
16	10,207,719	1,408,665
17	16,146,870	2,228,268
18	12,598,054	1,738,531
19	18,242,952	2,517,527
20	15,888,411	2,192,601
21	15,867,264	2,189,682
22	16,200,576	2,235,679
23	11,651,675	1,607,931
24	15,092,649	2,082,786
25	15,806,385	2,181,281
26	11,280,770	1,556,746
27	18,469,048	2,548,729
28	15,529,388	2,143,056
29	16,387,560	2,261,483
30	14,793,807	2,041,545
31	24,690,864	3,407,339
32	12,833,464	1,771,018
TL	$485,935,750	$ 67,059,129

the districts' supporting percent allocations:

$$\begin{array}{c}\text{TOTAL CITY-WIDE}\\ \text{SUPPORTING PERCENT}\\ \text{ALLOCATION}\end{array} = \sum_{d=1}^{32} \begin{array}{c}\text{DISTRICT d}\\ \text{SUPPORTING PERCENT}\\ \text{ALLOCATION}\end{array}$$

- For fiscal year 1975-1976, $67,059,129 goes for supporting percent allocations.

B. The Occasional Absence Allocation

All teachers accrue paid sick leave at the rate of one day per month or 10 days for a whole school year. When a teacher is absent, a substitute teacher is hired for the day and paid a daily rate. Each district requires an allocation for the cost of substitute services to cover occasional absences.

The computations steps for the occasional absence allocation are illustrated in Figure V-4. The first step is to compute the annual "standard" cost for substitute services per teacher. This is equal to a daily substitute rate multiplied by the number of sick days per teacher.

$$\begin{array}{c}\text{"STANDARD"}\\ \text{SUBSTITUTE}\\ \text{COVERAGE}\\ \text{COST}\end{array} = \begin{array}{c}\text{DAILY}\\ \text{SUBSTITUTE}\\ \text{RATE}\end{array} \times \begin{array}{c}\text{NUMBER OF}\\ \text{SICK DAYS}\\ \text{PER TEACHER}\end{array}$$

- For fiscal year 1975-1976, a "middle" rate of $55 per day[*] and 10 days, the maximum sick days accrued per teacher in a school year, gives us a "standard" substitute coverage cost of $550 per teacher.

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[*] Daily rates for substitutes are equal to 1/200 of annual rates. $55 per day is equivalent to $11,000 per year. This is the salary of a teacher at 3AC1 or 2BC2.

Figure V-4

COMPUTING THE OCCASIONAL ABSENCE ALLOCATION

MODULE 2A

STEP 1	DAILY SUBSTITUTE RATE	X	NUMBER OF SICK DAYS PER TEACHER	=	"STANDARD" SUBSTITUTE COVERAGE COST
	$ 55		10		$ 550
STEP 2	DISTRICT d BASE NUMBER OF TEACHERS	X	"STANDARD" SUBSTITUTE COVERAGE COST	=	DISTRICT d OCCASIONAL ABSENCE ALLOCATION
E.G., DIST. 11	906	X	$ 550	=	$ 498,300
STEP 3	$\sum_{d=1}^{32}$		DISTRICT d OCCASIONAL ABSENCE ALLOCATION	=	TOTAL OCCASIONAL ABSENCE AMOUNT
					$ 15,615,050

$$\text{"STANDARD" SUBSTITUTE COST COVERAGE} = \text{\$55 PER DAY} \times \text{10 DAYS PER TEACHER}$$

$$= \text{\$550 PER TEACHER}$$

A district's occasional absence allocation is equal to its base number of teachers* multiplied by the "standard" substitute coverage cost.

$$\text{DISTRICT d OCCASIONAL ABSENCE ALLOCATION} = \text{DISTRICT d BASE NUMBER OF TEACHERS} \times \text{"STANDARD" SUBSTITUTE COVERAGE COST}$$

- For example, District II receives \$498,300 for its occasional absence allocation (Table V-4).

$$\text{DISTRICT II OCCASIONAL ABSENCE ALLOCATION} = \text{906 TEACHERS} \times \text{\$550 PER TEACHER}$$

$$= \text{\$498,300}$$

The total city-wide occasional absence allocation is the sum of all the districts' occasional absence allocations.

$$\text{TOTAL CITY-WIDE OCCASIONAL ABSENCE ALLOCATION} = \sum_{d=1}^{32} \text{DISTRICT d OCCASIONAL ABSENCE ALLOCATION}$$

- For fiscal year 1975-1976, \$15,615,050 goes for occasional absence allocations.

---

*The base number of teachers was developed earlier for the base allocation.

Table V-4

MODULE 2A

OCCASIONAL ABSENCE ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	BASE NUMBER OF TEACHERS	OCCASIONAL ABSENCE ALLOCATION
1	576	$ 316,800
2	780	429,000
3	675	371,250
4	592	325,600
5	707	388,850
6	678	372,900
7	959	527,450
8	1,125	618,750
9	1,375	756,250
10	1,168	642,400
11	906	498,300
12	1,008	554,400
13	820	451,000
14	982	540,100
15	966	531,300
16	647	355,850
17	1,010	555,500
18	731	402,050
19	1,092	600,600
20	909	499,950
21	896	492,800
22	882	485,100
23	695	382,250
24	891	490,050
25	855	470,250
26	601	330,550
27	1,028	565,400
28	868	477,400
29	929	510,950
30	843	463,650
31	1,389	763,950
32	808	444,400
TL	28,391	$15,615,050

C. The Supporting Per Capita Allocation

The last part of a district's allocation for basic instructional services from Program 30 Module 2A is the supporting per capita allocation. The funds remaining in Module 2A after the base, supporting percent and occasional absence allocations have been identified are allocated on a per capita basis in proportion to workload weighted registers (Figure V-5).

$$\begin{array}{c} \text{MODULE 2A FUNDS} \\ \text{FOR SUPPORTING} \\ \text{PER CAPITA} \\ \text{ALLOCATION} \end{array} = \begin{array}{c} \text{MODULE 2A} \\ \text{FUNDS} \\ \text{FOR BASIC} \\ \text{DISTRIBUTION} \end{array} - \begin{array}{c} \text{TOTAL} \\ \text{CITY-WIDE} \\ \text{BASE} \\ \text{ALLOCATION} \end{array} - \begin{array}{c} \text{TOTAL} \\ \text{CITY-WIDE} \\ \text{SUPPORTING} \\ \text{PERCENT} \\ \text{ALLOCATION} \end{array} - \begin{array}{c} \text{TOTAL} \\ \text{CITY-WIDE} \\ \text{OCCASIONAL} \\ \text{ABSENCE} \\ \text{ALLOCATION} \end{array}$$

- For fiscal year 1975-1976, \$27,903,311 is available for supporting per capita allocation.

$$\begin{array}{c} \text{MODULE 2A FUNDS} \\ \text{FOR SUPPORTING} \\ \text{PER CAPITA} \\ \text{ALLOCATION} \end{array} = \$596{,}513{,}240 - \$485{,}935{,}750 - \$67{,}059{,}129 - \$15{,}615{,}050$$

$$= \$27{,}903{,}311$$

The steps for computing the supporting per capita allocation are illustrated in Figure V-6. The first step is to compute the city-wide per capita amount based on the workload weighted register we developed in Chapter IV:

$$\begin{array}{c} \text{CITY-WIDE} \\ \text{WORKLOAD WEIGHTED} \\ \text{PER CAPITA} \\ \text{AMOUNT} \end{array} = \frac{\begin{array}{c} \text{MODULE 2A FUNDS FOR} \\ \text{SUPPORTING PER CAPITA ALLOCATION} \end{array}}{\begin{array}{c} \text{TOTAL CITY-WIDE WORKLOAD} \\ \text{WEIGHTED REGISTER} \end{array}}$$

- For fiscal year 1975-1976, the per capita amount is about \$32.92:

Figure V-5

MODULE 2
INSTRUCTIONAL SERVICES
FISCAL YEAR 1975—1976
$ 655,509,055

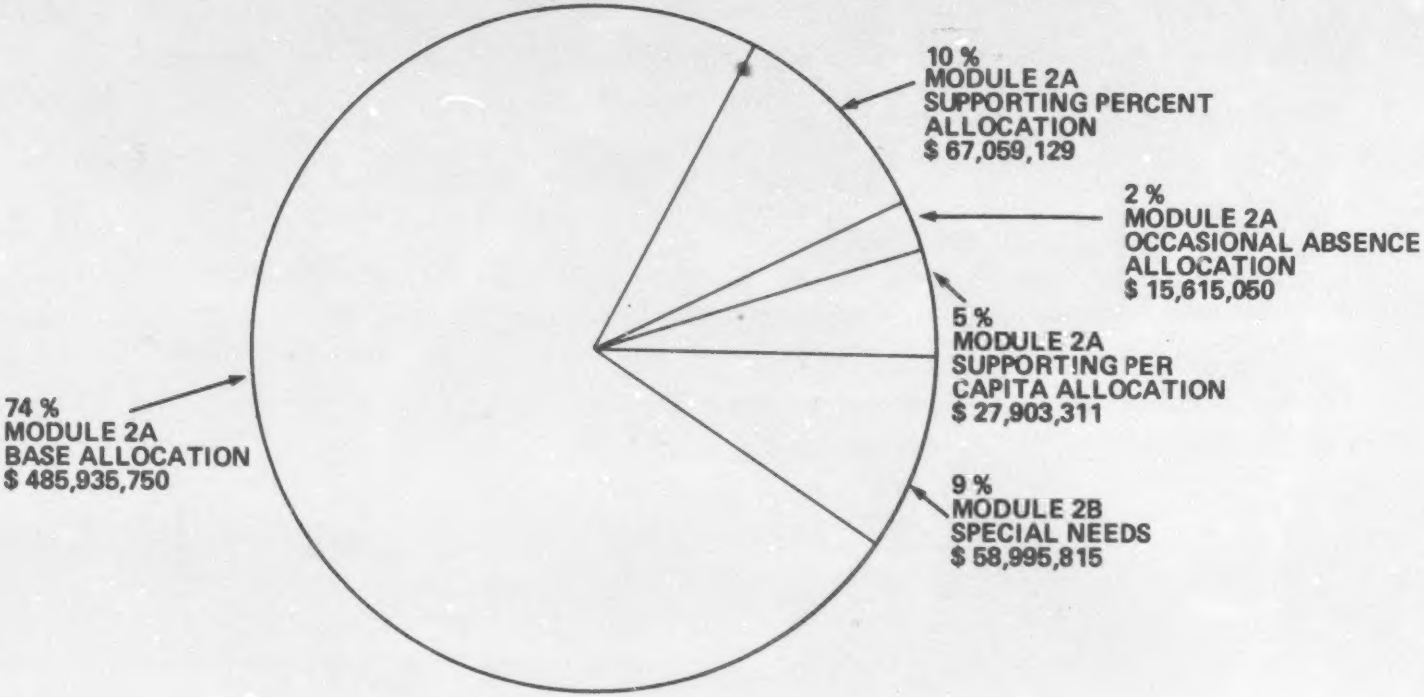

Figure V-6

COMPUTING THE SUPPORTING PER CAPITA ALLOCATION
MODULE 2A

STEP 1	MODULE 2 FUNDS FOR SUPPORTING PER CAPITA ALLOCATION	÷	TOTAL CITY–WIDE WORKLOAD WEIGHTED REGISTER	=	CITY–WIDE WORKLOAD WEIGHTED PER CAPITA AMOUNT
	$ 27,903,311		847,642		$ 32.918745
STEP 2	CITY–WIDE WORKLOAD WEIGHTED PER CAPITA AMOUNT	X	DISTRICT d WORKLOAD WEIGHTED REGISTER	=	DISTRICT d SUPPORTING PER CAPITA ALLOCATION
E.G., DIST. 11	$ 32.918745	X	27,036	=	$ 889,991

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{WORKLOAD WEIGHTED}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\$27{,}903{,}311}{\text{847,642 STUDENTS (WORKLOAD WEIGHTED)}}$$

$$= \begin{array}{l}\text{\$32.918745 PER STUDENT}\\ \text{(WORKLOAD WEIGHTED)}\end{array}$$

A district's supporting per capita allocation is equal to its workload weighted register multiplied by the per capita amount:

$$\begin{array}{c}\text{DISTRICT d}\\ \text{SUPPORTING}\\ \text{PER CAPITA}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{WORKLOAD WEIGHTED}\\ \text{REGISTER}\end{array} \times \begin{array}{c}\text{CITY-WIDE}\\ \text{WORKLOAD WEIGHTED}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array}$$

- For example, District II, receives $889,991 for its supporting per capita allocation (Table V-5):

$$\begin{array}{c}\text{DISTRICT II}\\ \text{SUPPORTING}\\ \text{PER CAPITA}\\ \text{ALLOCATION}\end{array} = 27{,}036 \times \$32.918745$$

$$= \$889{,}991$$

The total Instructional Services basic allocation to districts is the sum of their base, supporting percent, occasional absence, and supporting per capita allocations.

$$\begin{array}{c}\text{DISTRICT d}\\ \text{BASIC}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{BASE}\\ \text{ALLOCATION}\end{array} + \begin{array}{c}\text{DISTRICT d}\\ \text{SUPPORTING}\\ \text{PERCENT}\\ \text{ALLOCATION}\end{array} + \begin{array}{c}\text{DISTRICT d}\\ \text{OCCASIONAL}\\ \text{ABSENCE}\\ \text{ALLOCATION}\end{array} + \begin{array}{c}\text{DISTRICT d}\\ \text{SUPPORTING}\\ \text{PER CAPITA}\\ \text{ALLOCATION}\end{array}$$

- To complete our example, District II receives $19,902,461 for its basic allocation:

$$\begin{array}{c}\text{DISTRICT 10}\\ \text{BASIC}\\ \text{ALLOCATION}\end{array} = \$16{,}269{,}042 + \$2{,}245{,}128 + \$498{,}300 + \$889{,}991$$

$$= \$19{,}902{,}461$$

TABLE V-5

MODULE 2A

SUPPORTING PER CAPITA ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	WORKLOAD WEIGHTED REGISTER	SUPPORTING PER CAPITA ALLOCATION
1	17,188	$565,807
2	23,280	766,348
3	20,152	663,379
4	17,679	581,970
5	21,090	694,256
6	20,222	665,683
7	28,617	942,036
8	33,588	1,105,675
9	41,064	1,351,775
10	34,881	1,148,239
11	27,036	889,991
12	30,083	990,295
13	24,484	805,983
14	29,327	965,408
15	28,845	949,541
16	19,309	635,628
17	30,157	992,731
18	21,806	717,826
19	32,618	1,073,744
20	27,149	893,711
21	26,756	880,774
22	26,344	867,211
23	20,753	683,163
24	26,594	875,441
25	25,531	840,448
26	17,937	590,464
27	30,705	1,010,770
28	25,919	853,221
29	27,747	913,396
30	25,172	828,631
31	41,478	1,365,404
32	24,131	794,362
TL	847,642	$27,903,311

Table V-6

MODULE 2A

BASIC INSTRUCTIONAL SERVICES ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	BASE ALLOCATION	SUPPORTING PERCENT ALLOCATION	OCCASIONAL ABSENCE ALLOCATION	SUPPORTING PER CAPITA ALLOCATION	TOTAL BASIC INSTRUCTION ALLOCATION*
1	$ 9,977,472	$ 1,376,891	$ 316,800	$ 565,807	$ 12,236,970
2	14,025,960	1,935,582	429,000	766,348	17,156,890
3	11,368,350	1,568,832	371,250	663,379	13,971,811
4	10,102,480	1,394,142	325,600	581,970	12,404,192
5	11,939,109	1,647,597	388,850	694,256	14,669,812
6	11,369,382	1,568,975	372,900	665,683	13,976,940
7	16,000,915	2,208,126	527,450	942,036	19,678,527
8	18,941,625	2,613,944	618,750	1,105,675	23,279,994
9	21,217,625	2,928,032	756,250	1,351,775	26,253,682
10	19,674,960	2,715,144	642,400	1,148,239	24,180,743
11	16,269,042	2,245,128	498,300	889,991	19,902,461
12	17,245,872	2,379,930	554,400	990,295	21,170,497
13	13,183,960	1,819,386	451,000	805,983	16,260,329
14	16,696,946	2,304,179	540,100	965,408	20,506,633
15	16,234,596	2,240,374	531,300	949,541	19,955,811
16	10,207,719	1,408,665	355,850	635,628	12,607,862
17	16,146,870	2,228,268	555,500	992,731	19,923,369
18	12,598,054	1,738,531	402,050	717,826	15,456,461
19	18,242,952	2,517,527	600,600	1,073,744	22,434,823
20	15,888,411	2,192,601	499,950	893,711	19,474,673
21	15,867,264	2,189,682	492,800	880,774	19,430,520
22	16,200,576	2,235,679	485,100	867,211	19,788,566
23	11,651,675	1,607,931	382,250	683,163	14,325,019
24	15,092,649	2,082,786	490,050	875,441	18,540,926
25	15,806,385	2,181,281	470,250	840,448	19,298,364
26	11,280,770	1,556,746	330,550	590,464	13,758,530
27	18,469,048	2,548,729	565,400	1,010,770	22,593,947
28	15,529,388	2,143,056	477,400	853,221	19,003,065
29	16,387,560	2,261,483	510,950	913,396	20,073,389
30	14,793,807	2,041,545	463,650	828,631	18,127,633
31	24,690,864	3,407,339	763,950	1,365,404	30,227,557
32	12,833,464	1,771,018	444,400	794,362	15,843,244
TL	$485,935,750	$67,059,129	$15,615,050	$27,903,311	$596,513,240

---

* "Pure" formula allocation not adjusted for 2% limit on hold-harmless:
Districts 1, 5, 7, 8, 12, 13, 16, 23, 26, 28.

The total allocations for basic instructional services to all districts are listed in Table V-6.

D. A Resource Equalization Strategy

The allocation formulae for Module 2A follow a resource equalization strategy for achieving equal educational opportunity for all youth. In Chapter I, we noted that equal dollars do not buy equal resources everywhere. The "prices" a district must pay for "identical" inputs vary, and workload factors mandate different mixes or "packages" of resources per pupil. The allocation formulae recognize these differences:

- A district's allocation depends on its average teacher salary, the "price" it must pay for its teachers.
- A district's allocation depends on its maximum pupil-teacher ratio, the basic classroom workload factor for teacher resources required to insure equal classroom teacher time for all students.

5. THE HOLD-HARMLESS ADJUSTMENT

It is the Board of Education's policy to allow a community school district one year to adjust to declining registers. This policy is implemented by allocating funds on the basis of "last" year's register.

- For example, the 1974-1975 allocation is based on the October 1973 register.

A result of this policy is that a district whose register "this" year is smaller than "last" year's receives a "windfall" for "phantom" students.

For 1975-1976, the hold-harmless policy is revised so that districts with declining registers are still given a year to adjust, but the extra funds they receive for "phantom" students are limited to 2% more than what they would have received if the allocation were based on "this" year's register. Figure V-7 illustrates the procedure for implementing this revised policy.

- Compute the Module 2A allocation for each district based on a projected October 1975 register.*
- Add 2% to this "projected" allocation.
- Compare the Module 2A allocation based on the audited October 1974 register with the "projected plus 2%" allocation.
- A district receives the smaller of the two allocations.

The effect of this 2% limit on hold-harmless is to adjust downward the Module 2A allocations to ten community school districts: 1, 5, 7, 8, 12, 13, 16, 23, 26 and 28 (Table V-7). A total of $3,177,586 is withheld. Adjustments will be made when the October 1975 register is audited.

The funds withheld from districts affected by the 2% limit on hold-harmless will be used to assist all districts in meeting the cost of long-term medical absences. Presently, if a teacher is absent an extended period for medical reasons, the district must continue paying the teacher's salary and the cost of substitute services. Teachers with many years of service in many different schools and districts can accumulate up to 200 days of absence reserve so that a district's burden for long-term medical absences could be heavy. The following procedure will ease this burden:

- The replacement cost for all teachers absent more than 20 consecutive school days will be jointly shared by the community school district and a centrally administered fund.

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*Appendix B explains the procedure for developing the projected October 1975 register.

Figure V-7

ADJUSTING THE BASIC INSTRUCTIONAL ALLOCATION FOR A 2% LIMIT ON HOLD-HARMLESS

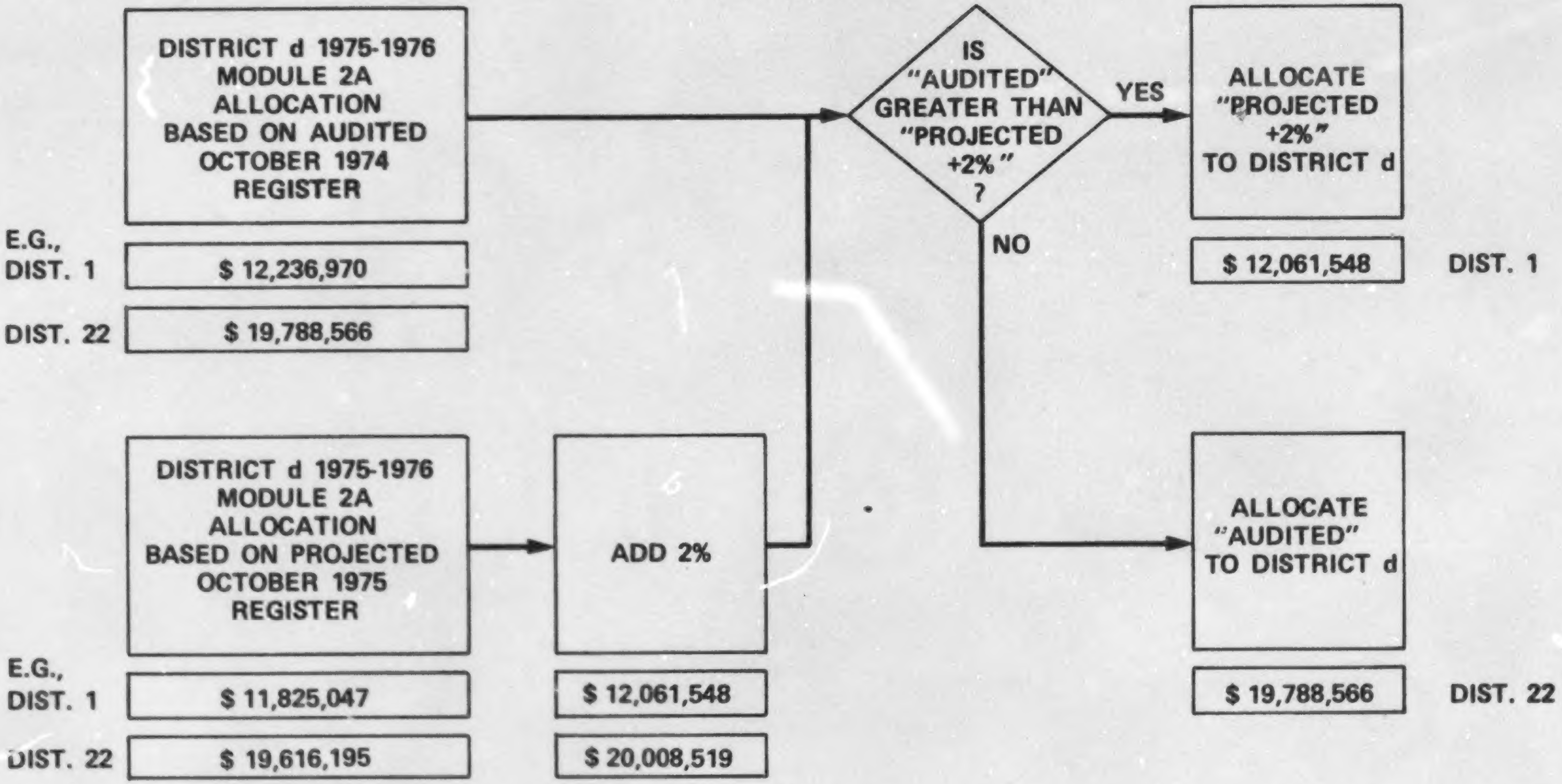

DISTRICT d 1975-1976 MODULE 2A ALLOCATION BASED ON AUDITED OCTOBER 1974 REGISTER
E.G., DIST. 1
$ 12,236,970
DIST. 22
$ 19,788,566
DISTRICT d 1975-1976 MODULE 2A ALLOCATION BASED ON PROJECTED OCTOBER 1975 REGISTER
E.G., DIST. 1
$ 11,825,047
DIST. 22
$ 19,616,195
ADD 2%
$ 12,061,548
$ 20,008,519
IS "AUDITED" GREATER THAN "PROJECTED +2%" ?
YES
NO
ALLOCATE "PROJECTED +2%" TO DISTRICT d
$ 12,061,548
DIST. 1
ALLOCATE "AUDITED" TO DISTRICT d
$ 19,788,566
DIST. 22

TABLE V-7

DISTRICTS AFFECTED BY 2% LIMIT ON HOLD-HARMLESS FOR MODULE 2A

FISCAL YEAR 1975-1976

DISTRICT	1975-1976 MODULE 2A ALLOCATION BASED ON "PROJECTED" OCT. '75 REG.	"PROJECTED" ALLOCATION PLUS 2%	1975-1976 MODULE 2A ALLOCATION BASED ON AUDITED OCT. '74 REG.	AMOUNT WITHHELD BY LIMITING ALLOCATION TO "PROJECTED" PLUS 2%
1	$11,825,047	$12,061,548	$12,236,970	$ 175,422
5	13,868,989	14,146,369	14,669,812	523,443
7	18,796,310	19,172,236	19,678,527	506,291
8	22,729,933	23,184,532	23,279,994	95,462
12	19,934,016	20,332,696	21,170,497	837,801
13	15,898,314	16,216,280	16,260,329	44,049
16	12,224,348	12,468,835	12,607,862	139,027
23	13,462,784	13,732,040	14,325,019	592,979
26	13,356,498	13,623,628	13,758,530	134,902
28	18,504,760	18,874,855	19,003,065	128,210
TOTAL				$3,177,586

- The community school districts will cover the replacement cost for all teachers absent up through 20 consecutive school days.
- For all teachers absent more than 20 consecutive school days, a centrally administered fund will cover the replacement cost in excess of 20 consecutive school days.

The following examples illustrate this procedure.

- A teacher is absent 20 days in a row. The district bears the entire cost.
- A teacher is absent 25 days in a row.
    - The district bears the cost up through the first 20 days.
    - The central fund pays the replacement cost for the last five days.
- A teacher is absent twice for a total of 30 days, 15 days the first time and 15 days the second. The district bears the entire cost.
- A teacher is absent twice for a total of 35 days, 25 days the first time and 10 days the second.
    - The district pays for the first 20 days of the first absence and all 10 days of the second.
    - The replacement cost for the last 5 days of the first absence is paid centrally.

6. THE SPECIAL NEEDS ALLOCATION

In fiscal year 1975-1976, 9 percent of Module 2 funds or $58,995,815 is set aside for special needs distribution on the basis of the number of pupils reading below minimum competency. This needs money provides these students with some of the services they require to support their educational progress.

- Special needs projects.
- Special needs teachers, school aids, paraprofessionals, occasional absences, and other than personal service.

- Step and differential salary changes occurring during fiscal year 1975-1976.

A. Pupils With Low Reading Scores

The special needs allocation for community school districts is based on the estimated number of pupils scoring below minimum competency on the New York State Pupil Evaluation Program (PEP) reading test.*

- The fiscal year 1975-1976 computation is based on the October 1974 reading test scores of grade 6 pupils. The State defines "below minimum competency" for grade 6 as reading below the grade 4 level.

The percent of grade 6 pupils with low reading scores in a district is multiplied by its combined adjusted elementary and junior high school registers to obtain the estimated number of pupils with low reading scores (see Figure V-8 for the computation steps).

DISTRICT d NUMBER OF PUPILS WITH LOW READING SCORES	=	DISTRICT d PERCENT OF PUPILS WITH LOW READING SCORES	X	DISTRICT d ELEMENTARY AND JUNIOR HIGH ADJUSTED REGISTER

- For example, District 11 has an estimated 8,793 pupils with low reading scores.

DISTRICT 11 NUMBER OF PUPILS WITH LOW READING SCORES	=	0.386 x 22,779
	=	8,793 PUPILS (LOW READING)

Table V-8 lists the estimated number of pupils with low reading scores for each district.

---

*The 1974-1975 special needs allocation was based on the April 1974 Metropolitan Achievement Test (MAT). The MAT was not given in 1975. Instead, the New York Test was given. Scores from this new test are not yet available so the New York State PEP test is being used for the 1975-1976 special needs allocation.

Figure V-8

COMPUTING THE SPECIAL NEEDS ALLOCATION

MODULE 2B

STEP 1	DISTRICT d ELEMENTARY AND JUNIOR HIGH ADJUSTED REGISTER	X	DISTRICT d PERCENT OF PUPILS WITH LOW READING SCORES	=	DISTRICT d NUMBER OF PUPILS WITH LOW READING SCORES
E.G., DIST. 11	22,779	X	0.386	=	8,793
STEP 2	MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION	÷	TOTAL CITY–WIDE NUMBER OF PUPILS WITH LOW READING SCORES	=	CITY–WIDE SPECIAL NEEDS PER CAPITA AMOUNT
TAX LEVY	$ 21,711,178	÷	342,156	=	$ 63.454033
STATE AID	$ 37,284,637	÷	342,156	=	$ 108.969701
STEP 3	DISTRICT d NUMBER OF PUPILS WITH LOW READING SCORES	X	CITY–WIDE SPECIAL NEEDS PER CAPITA AMOUNT	=	DISTRICT d SPECIAL NEEDS ALLOCATION
E.G., DIST. 11 TAX LEVY	8,793	X	$ 63.454033	=	$ 557,951
STATE AID	8,793	X	$ 108.969701	=	$ 958,171
STEP 4	DISTRICT d TAX LEVY SPECIAL NEEDS ALLOCATION	+	DISTRICT d STATE AID SPECIAL NEEDS ALLOCATION	=	DISTRICT d SPECIAL NEEDS ALLOCATION
E.G., DIST. 11	$ 557,951	+	$ 958,171	=	$ 1,516,122

Table V-8

ESTIMATED NUMBER OF PUPILS READING

BELOW MINIMUM COMPETENCY

FISCAL YEAR 1975-1976

DISTRICT	ELEMENTARY AND JUNIOR HIGH ADJUSTED REGISTER	PROPORTION OF PUPILS READING BELOW MINIMUM COMPETENCY	ESTIMATED NUMBER OF PUPILS READING BELOW MINIMUM COMPETENCY
1	13166	0.608	8005
2	18791	0.398	7479
3	15601	0.613	9563
4	13937	0.689	9603
5	16361	0.617	10095
6	15947	0.558	8898
7	21852	0.692	15122
8	25725	0.548	14097
9	31955	0.626	20004
10	27339	0.525	14353
11	22779	0.386	8793
12	23667	0.706	16709
13	19027	0.643	12234
14	22200	0.664	14741
15	21809	0.644	14045
16	15336	0.630	9662
17	23321	0.584	13619
18	18254	0.350	6389
19	25331	0.674	17073
20	22654	0.385	8722
21	22690	0.334	7578
22	22590	0.260	5873
23	16113	0.680	10957
24	22290	0.385	8582
25	21826	0.215	4693
26	15264	0.193	2946
27	25100	0.453	11370
28	21382	0.414	8852
29	22647	0.471	10667
30	20576	0.437	8992
31	34728	0.272	9446
32	18643	0.697	12994
TL	678901	--	342156

B. The Special Needs Allocation

The next step is to determine the amount for special needs distribution:

$$\text{MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION} = \text{PERCENT OF MODULE 2 FUNDS FOR SPECIAL NEEDS} \times \text{TOTAL MODULE 2 FUNDS}$$

- For fiscal year 1975-1976, 9% or \$58,995,815 is set aside for special needs distribution:

$$\text{MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION} = 0.09 \times \$655{,}509{,}055$$

$$= \$58{,}995{,}815$$

The funds for special needs distribution are generated from two sources (Figure V-9).

- \$37,284,637 is from State Aid.
- Tax levy funds provide the remaining \$21,711,178 required to bring the total up to 9%.

Funds from both sources are distributed on the same basis of need: reading scores one and one half or more years below grade level.

Two per capita amounts are required.

$$\text{CITY-WIDE STATE AID SPECIAL NEEDS PER CAPITA AMOUNT} = \frac{\text{STATE AID MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION}}{\text{TOTAL CITY-WIDE NUMBER OF PUPILS WITH LOW READING SCORES}}$$

$$\text{CITY-WIDE TAX LEVY SPECIAL NEEDS PER CAPITA AMOUNT} = \frac{\text{TAX LEVY MODULE 2B FUNDS FOR SPECIAL NEEDS DISTRIBUTION}}{\text{TOTAL CITY-WIDE NUMBER OF PUPILS WITH LOW READING SCORES}}$$

FUNDS
FISC

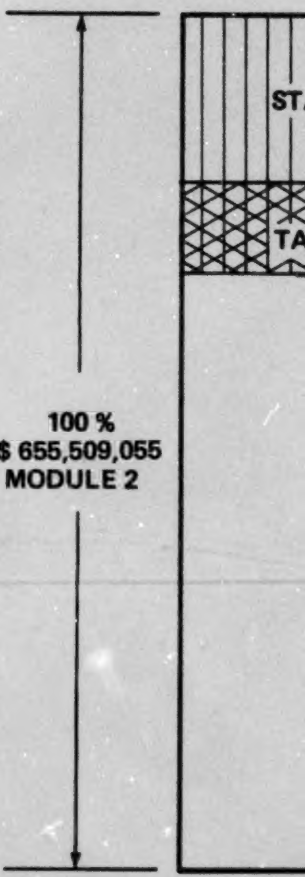
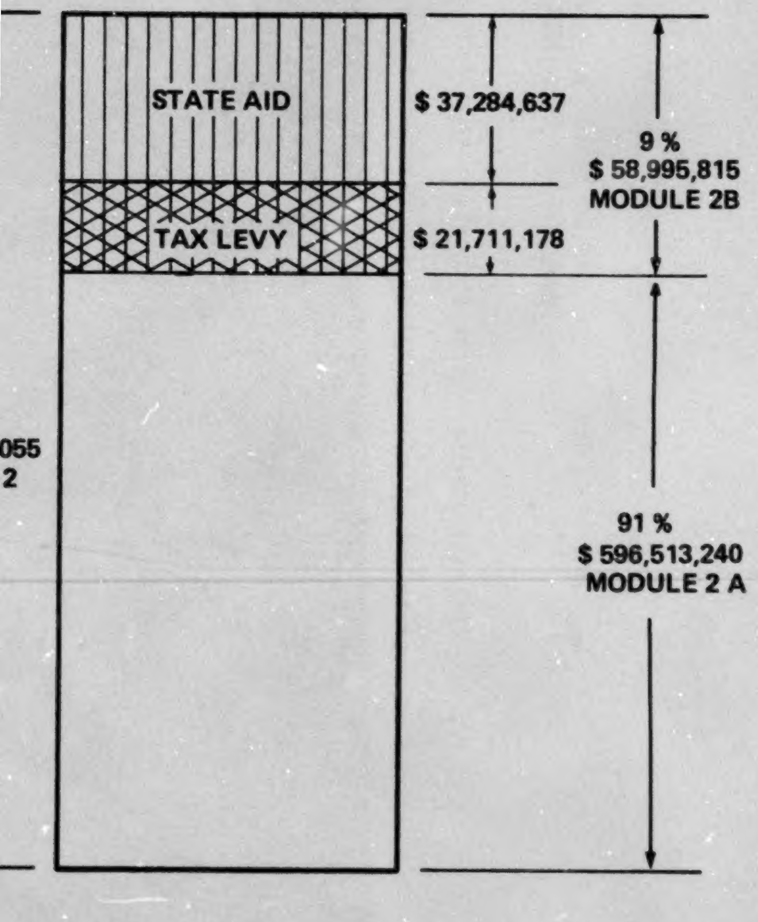


Figure V-9

MODULE 2B
FUNDS FOR SPECIAL NEEDS
FISCAL YEAR 1975–1976

$ 58,995,815



- The fiscal year 1975-1976 computation for determining special needs is based on the reading scores of grade 6 pupils in October 1974:

$$\text{CITY-WIDE STATE AID SPECIAL NEEDS PER CAPITA AMOUNT} = \frac{\$37{,}284{,}637}{342{,}156 \text{ PUPILS (LOW READING)}}$$

$$= \$108.969701 \text{ PER PUPIL (LOW READING)}$$

$$\text{CITY-WIDE TAX LEVY SPECIAL NEEDS PER CAPITA AMOUNT} = \frac{\$21{,}711{,}178}{342{,}156 \text{ PUPILS (LOW READING)}}$$

$$= \$63.454033 \text{ PER PUPIL (LOW READING)}$$

Finally, the district special needs allocation from each source is the per capita amount multiplied by the district's number of pupils with low reading scores, and the total special needs allocation is the sum of the allocations from the two sources.

$$\text{DISTRICT d STATE AID SPECIAL NEEDS ALLOCATION} = \text{DISTRICT d NUMBER OF PUPILS WITH LOW READING SCORES} \times \text{CITY-WIDE STATE AID SPECIAL NEEDS PER CAPITA AMOUNT}$$

$$\text{DISTRICT d TAX LEVY SPECIAL NEEDS ALLOCATION} = \text{DISTRICT d NUMBER OF PUPILS WITH LOW READING SCORES} \times \text{CITY-WIDE TAX LEVY SPECIAL NEEDS PER CAPITA AMOUNT}$$

$$\text{DISTRICT d SPECIAL NEEDS ALLOCATION} = \text{DISTRICT d STATE AID SPECIAL NEEDS ALLOCATION} + \text{DISTRICT d TAX LEVY SPECIAL NEEDS ALLOCATION}$$

- For example, District 11 has an estimated 8,793 students with low reading scores and receives $1,516,122:

Table V-9

MODULE 2B

SPECIAL NEEDS ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	NUMBER OF PUPILS WITH LOW READING SCORES	TAX LEVY ALLOCATION	STATE AID ALLOCATION	TOTAL SPECIAL NEEDS ALLOCATION
1	8,005	$ 507,950	$ 872,302	$ 1,380,252
2	7,479	474,573	814,984	1,289,557
3	9,563	606,811	1,042,077	1,648,888
4	9,603	609,349	1,046,436	1,655,785
5	10,095	640,568	1,100,049	1,740,617
6	8,898	564,614	969,612	1,534,226
7	15,122	959,552	1,647,840	2,607,392
8	14,097	894,511	1,536,146	2,430,657
9	20,004	1,269,332	2,179,832	3,449,164
10	14,353	910,756	1,564,042	2,474,798
11	8,793	557,951	958,171	1,516,122
12	16,709	1,060,253	1,820,775	2,881,028
13	12,234	776,297	1,333,135	2,109,432
14	14,741	935,376	1,606,322	2,541,698
15	14,045	891,212	1,530,479	2,421,691
16	9,662	613,093	1,052,865	1,665,958
17	13,619	864,180	1,484,058	2,348,238
18	6,389	405,408	696,207	1,101,615
19	17,073	1,083,351	1,860,440	2,943,791
20	8,722	553,446	950,434	1,503,880
21	7,578	480,855	825,772	1,306,627
22	5,873	372,666	639,979	1,012,645
23	10,957	695,266	1,193,981	1,889,247
24	8,582	544,563	935,178	1,479,741
25	4,693	297,790	511,395	809,185
26	2,946	186,936	321,025	507,961
27	11,370	721,472	1,238,985	1,960,457
28	8,852	561,695	964,600	1,526,295
29	10,667	[illegible],864	1,162,380	1,839,244
30	8,992	[illegible],579	979,856	1,550,435
31	9,446	[illegible],387	1,029,328	1,628,715
32	12,994	[illegible],522	1,415,952	2,240,474
TL	342,156	[illegible]11,178	$37,284,637	$58,995,815

DISTRICT 11 STATE AID SPECIAL NEEDS ALLOCATION = 8,793 x $108.969701

= $958,171

DISTRICT 11 TAX LEVY SPECIAL NEEDS ALLOCATION = 8,793 x $63.454033

= $557,951

DISTRICT 11 SPECIAL NEEDS ALLOCATION = $958,171 + $557,951

= $1,516,122

The special needs allocations for all districts are listed in Table V-9.

7. THE TOTAL MODULE 2 ALLOCATION

The total Module 2 allocation to each district is the sum of the basic and special needs allocations (Figure V-10):

DISTRICT d MODULE 2 ALLOCATION = DISTRICT d BASIC ALLOCATION + DISTRICT d SPECIAL NEEDS ALLOCATION

- To complete our example, District 11 receives $21,418,583:

DISTRICT 11 MODULE 2 ALLOCATION = $19,902,461 + $1,516,122

= $21,418,583

The total Module 2 allocations for all districts are listed in Table V-10.

Figure V-10

ALLOCATING FUNDS FOR INSTRUCTIONAL SERVICES

MODULE 2

STEP 1	DISTRICT d BASE ALLOCATION	+	DISTRICT d SUPPORTING PERCENT ALLOCATION	+	DISTRICT d OCCASIONAL ABSENCE ALLOCATION	+	DISTRICT d SUPPORTING PER CAPITA ALLOCATION	=	DISTRICT d BASIC ALLOCATION
E.G., DIST. 11	$ 16,269,042	+	$ 2,245,128	+	$ 498,300	+	$ 889,991	=	$ 19,902,461

STEP 2	DISTRICT d BASIC ALLOCATION	+	DISTRICT d SPECIAL NEEDS ALLOCATION	=	DISTRICT d MODULE 2 ALLOCATION
E.G., DIST. 11	$ 19,902,461	+	$ 1,516,122	=	$ 21,418,583

TABLE V-10

MODULE 2

INSTRUCTIONAL SERVICES

FISCAL YEAR 1975-1976

DISTRICT	SPECIAL NEEDS ALLOCATION	BASIC INSTRUCTION* ALLOCATION	TOTAL ALLOCATION
1	$ 1,380,252	$ 12,061,548	$ 13,441,800
2	1,289,557	17,156,890	18,446,447
3	1,648,888	13,971,811	15,620,699
4	1,655,785	12,404,192	14,059,977
5	1,740,617	14,146,369	15,886,986
6	1,534,226	13,976,940	15,511,166
7	2,607,392	19,172,236	21,779,628
8	2,430,657	23,184,532	25,615,189
9	3,449,164	26,253,682	29,702,846
10	2,474,798	24,180,743	26,655,541
11	1,516,122	19,902,461	21,418,583
12	2,881,028	20,332,696	23,213,724
13	2,109,432	16,216,280	18,325,712
14	2,541,698	20,506,633	23,048,331
15	2,421,691	19,955,811	22,377,502
16	1,665,958	12,468,835	14,134,793
17	2,348,238	19,923,369	22,271,607
18	1,101,615	15,456,461	16,558,076
19	2,943,791	22,434,823	25,378,614
20	1,503,880	19,474,673	20,978,553
21	1,306,627	19,430,520	20,737,147
22	1,012,645	19,788,566	20,801,211
23	1,889,247	13,732,040	15,621,287
24	1,479,741	18,540,926	20,020,667
25	809,185	19,298,364	20,107,549
26	507,961	13,623,628	14,131,589
27	1,960,457	22,593,947	24,554,404
28	1,526,295	18,874,855	20,401,150
29	1,839,244	20,073,389	21,912,633
30	1,550,435	18,127,633	19,678,068
31	1,628,715	30,227,557	31,856,272
32	2,240,474	15,843,244	18,083,718
TL	$58,995,815	$593,335,654	$652,331,469
HOLD-HARMLESS ADJUSTMENT		3,177,586	3,177,586
TOTAL		$596,513,240	$655,509,055

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*Adjusted for 2% limit on hold-harmless: Districts 1, 5, 7, 8, 12, 13, 16, 23, 26, 28.

VI. MODULE 3: CONTINUING EDUCATION AND EXTENDED USE OF SCHOOL BUILDINGS

Module 3 is divided into two parts: Continuing Education and Extended Use of School Buildings (Figure VI-I). Both parts are allocated on a per capita basis.

1. CONTINUING EDUCATION

The computations for allocating Continuing Education funds, Module 3A, are illustrated in Figure VI-2. The first step is to compute the weighted allocation register, shown in Table VI-I. This is composed of:

- The public school register
- Half the non-public school register
- Half the estimated number of low income children attending public schools.

The next steps are to compute the per capita amount and the allocation to each district:

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{CONTINUING EDUCATION}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\text{TOTAL MODULE 3A FUNDS}}{\begin{array}{c}\text{TOTAL CITY-WIDE WEIGHTED ALLOCATION}\\ \text{REGISTER FOR CONTINUING EDUCATION}\end{array}}$$

- For fiscal year 1975-1976, the weighted register is based on the October 1974 school registers, the October 1973 Master File on the Department of Social Services, and the free lunch service during October 1973. The per capita amount is about \$7.11:

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{CONTINUING EDUCATION}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\text{\$7,434,889}}{\text{1,045,707.0 STUDENTS (WEIGHTED)}}$$

$$= \text{\$7.109916 PER STUDENT (WEIGHTED)}$$

Figure VI-1

MODULE 3
CONTINUING EDUCATION AND EXTENDED USE OF SCHOOL BUILDINGS
FISCAL YEAR 1975—1976
$ 10,492,633

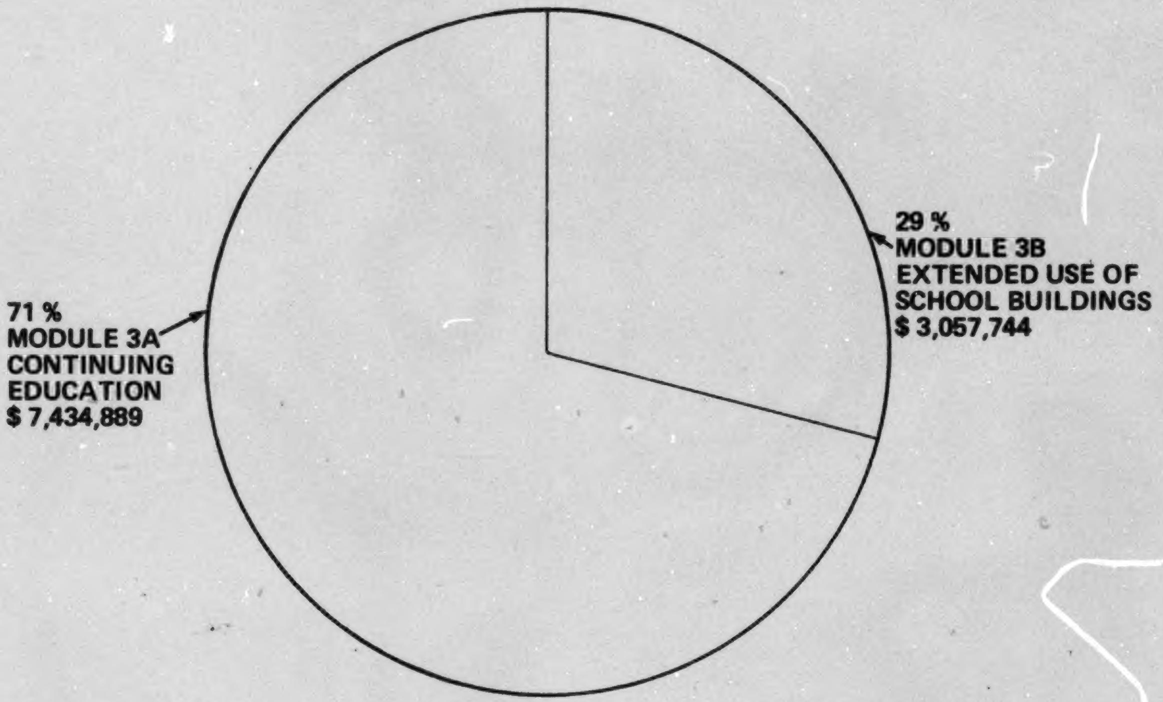

Figure VI-2

ALLOCATING CONTINUING EDUCATION FUNDS

MODULE 3A

STEP 1	PUBLIC SCHOOL REGISTER	+	HALF THE NON-PUBLIC SCHOOL REGISTER	+	HALF THE NUMBER OF LOW INCOME CHILDREN	=	TOTAL WEIGHTED ALLOCATION REGISTER
	749,333		129,871.0		166,503.0		1,045,707.0
STEP 2			TOTAL MODULE 3A FUNDS	÷	TOTAL WEIGHTED ALLOCATION REGISTER	=	PER CAPITA MODULE 3A ALLOCATION
			$ 7,434,889		1,045,707.0		$ 7.109916
STEP 3			DISTRICT d WEIGHTED ALLOCATION REGISTER	X	PER CAPITA MODULE 3A ALLOCATION	=	DISTRICT d MODULE 3A ALLOCATION
E.G., DIST. 11			34,858.5	X	$ 7.109916	=	$ 247,841

Table VI-1

MODULE 3 WEIGHTED REGISTERS

FISCAL YEAR 1975-1976

					WEIGHTED REGISTER	
DISTRICT	PUBLIC SCHOOL REGISTER	NON-PUBLIC SCHOOL REGISTER	LOW INCOME CHILDREN	SCHOOL BUILDINGS	CONTINUING EDUCATION	EXTENDED USE
1	14,241	3,399	9,415	17	20,648.0	39,347.5
2	20,416	19,448	8,045	22	34,162.5	65,886.5
3	17,146	7,638	10,235	18	26,082.5	47,901.5
4	15,151	3,450	10,784	21	22,268.0	44,993.0
5	17,753	2,288	11,764	19	24,779.0	44,923.0
6	17,805	7,122	8,529	15	25,630.5	44,191.5
7	23,824	3,672	16,914	25	34,117.0	60,953.0
8	28,414	7,318	15,867	28	40,006.5	71,665.5
9	34,769	4,287	22,886	27	48,355.5	77,499.0
10	30,203	11,961	12,811	26	42,589.0	74,569.5
11	24,929	13,387	6,472	25	34,858.5	66,552.0
12	26,087	2,873	19,349	24	37,198.0	62,634.5
13	20,703	3,937	14,438	22	29,890.5	53,859.0
14	24,325	9,187	16,150	24	36,993.5	65,587.0
15	24,259	16,835	12,351	23	38,852.0	70,269.5
16	16,542	6,017	12,631	18	25,866.0	46,874.5
17	25,460	4,344	13,059	18	34,161.5	54,333.5
18	19,683	4,179	4,994	19	24,269.5	45,359.0
19	27,549	4,614	17,680	22	38,696.0	63,003.0
20	25,366	18,629	5,971	27	37,666.0	73,980.5
21	24,842	7,916	6,696	27	32,148.0	63,106.0
22	25,412	11,012	3,274	28	32,555.0	66,061.0
23	17,354	673	13,704	20	24,542.5	44,879.0
24	25,050	13,364	4,505	24	33,984.5	64,666.5
25	24,497	10,176	2,997	28	31,083.5	64,171.5
26	17,080	6,234	1,344	17	20,869.0	40,986.0
27	28,543	11,749	8,827	30	38,831.0	74,705.5
28	23,586	6,949	7,350	25	30,735.5	59,210.0
29	25,330	8,763	7,940	24	33,681.5	62,063.0
30	23,349	12,340	6,594	23	32,816.0	61,986.0
31	39,349	15,545	6,078	34	50,160.5	91,933.0
32	20,316	436	13,352	14	27,210.0	41,428.0
TOTAL	749,333	259,742	333,006	734	1,045,707.0	1,909,578.0

Each district receives the per capita amount multiplied by its weighted register:

$$\begin{array}{c}\text{DISTRICT d}\\ \text{CONTINUING EDUCATION}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{WEIGHTED ALLOCATION}\\ \text{REGISTER FOR}\\ \text{CONTINUING EDUCATION}\end{array} \times \begin{array}{c}\text{CITY-WIDE}\\ \text{CONTINUING EDUCATION}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array}$$

- Continuing our example, Table VI-2 shows District 11 receives $247,841:

$$\begin{array}{c}\text{DISTRICT 11}\\ \text{CONTINUING EDUCATION}\\ \text{ALLOCATION}\end{array} = 34{,}858.5 \times \$7.109916$$

$$= \$247{,}841$$

2. EXTENDED USE OF SCHOOL BUILDINGS

The Extended Use of School Buildings allocation, Module 3B, is computed in a similar way. Figure VI-3 illustrates the steps. The weighted allocation register (Table VI-1) is composed of:

- The public school register
- The non-public school register
- Half the estimated number of low income children attending public schools
- One thousand times the number of free-standing school structures whose day register is 500 or more.

The next steps are to compute the per capita amount and the allocation to each district.

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{EXTENDED USE}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\text{TOTAL MODULE 3B FUNDS}}{\begin{array}{c}\text{TOTAL CITY-WIDE WEIGHTED ALLOCATION}\\ \text{REGISTER FOR EXTENDED USE}\end{array}}$$

Figure VI-3

ALLOCATING EXTENDED USE OF SCHOOL BUILDINGS FUNDS

MODULE 3B

STEP 1	PUBLIC SCHOOL REGISTER	+	NON-PUBLIC SCHOOL REGISTER	+	HALF THE NUMBER OF LOW INCOME CHILDREN	+	NUMBER OF SCHOOL BUILDINGS X 1,000	=	TOTAL WEIGHTED ALLOCATION REGISTER
	749,333		259,742		166,503.0		734,000		1,909,578.0

STEP 2	TOTAL MODULE 3B FUNDS	÷	TOTAL WEIGHTED ALLOCATION REGISTER	=	PER CAPITA MODULE 3B ALLOCATION
	$ 3,057,744		1,909,578.0		$ 1.601267

STEP 3	DISTRICT d WEIGHTED ALLOCATION REGISTER	X	PER CAPITA MODULE 3B ALLOCATION	=	DISTRICT d MODULE 3B ALLOCATION
E.G., DIST.11	66,552.0	X	$ 1.601267	=	$ 106,568

Table VI-2

MODULE 3

CONTINUING EDUCATION AND EXTENDED USE OF SCHOOL BUILDINGS ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	MODULE 3A CONTINUING EDUCATION ALLOCATION	MODULE 3B EXTENDED USE ALLOCATION	TOTAL MODULE 3 ALLOCATION
1	$ 146,806	$ 63,006	$ 209,812
2	242,893	105,502	348,395
3	185,444	76,703	262,147
4	158,324	72,046	230,370
5	176,177	71,934	248,111
6	182,231	70,762	252,993
7	242,569	97,602	340,171
8	284,443	114,756	399,199
9	343,804	124,097	467,901
10	302,804	119,406	422,210
11	247,841	106,568	354,409
12	264,475	100,295	364,770
13	212,519	86,243	298,762
14	263,021	105,022	368,043
15	276,234	112,520	388,754
16	183,905	75,059	258,964
17	242,885	87,002	329,887
18	172,554	72,632	245,186
19	275,125	100,885	376,010
20	267,802	118,463	386,265
21	228,570	101,050	329,620
22	231,463	105,781	337,244
23	174,495	71,863	246,358
24	241,627	103,548	345,175
25	221,001	102,756	323,757
26	148,377	65,630	214,007
27	276,085	119,623	395,708
28	218,527	94,811	313,338
29	239,473	99,379	338,852
30	233,319	99,256	332,575
31	356,635	147,207	503,842
32	193,461	66,337	259,798
TL	$7,434,889	$3,057,744	$10,492,633

- For fiscal year 1975-1976, the weighted register is based on the October 1974 school registers, the October 1973 Master File of the Department of Social Services, the free lunch service during October 1973, and the number of school buildings. The per capita amount is about $1.60:

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{EXTENDED USE}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\$3{,}057{,}744}{1{,}909{,}578.0 \text{ STUDENTS (WEIGHTED)}}$$

$$= \$1.601267 \text{ PER STUDENT (WEIGHTED)}$$

Each district receives the per capita amount multiplied by its weighted register:

$$\begin{array}{c}\text{DISTRICT d}\\ \text{EXTENDED USE}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{WEIGHTED ALLOCATION}\\ \text{REGISTER FOR}\\ \text{EXTENDED USE}\end{array} \times \begin{array}{c}\text{CITY-WIDE}\\ \text{EXTENDED USE}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array}$$

- Continuing with our example, Table VI-2 shows District 11 receives $106,568:

$$\begin{array}{c}\text{DISTRICT 11}\\ \text{EXTENDED USE}\\ \text{ALLOCATION}\end{array} = 66{,}552.0 \times \$1.601267$$

$$= \$106{,}568$$

The total Module 3 allocation to a district is the sum of parts A and B:

$$\begin{array}{c}\text{DISTRICT d}\\ \text{MODULE 3}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{CONTINUING EDUCATION}\\ \text{ALLOCATION}\end{array} + \begin{array}{c}\text{DISTRICT d}\\ \text{EXTENDED USE}\\ \text{ALLOCATION}\end{array}$$

- To complete our example, Table VI-2 shows District 11 receives $354,409:

$$\begin{array}{c}\text{DISTRICT 11}\\ \text{MODULE 3}\\ \text{ALLOCATION}\end{array} = \$247{,}841 + \$106{,}568$$

$$= \$354{,}409$$

VII. MODULE 4: SPECIAL FORMULA FUNDS

Module 4, Special Formula Funds, is made up of two separate modules:

- Module 4A: New York State Textbook Program.
- Module 4B: Funds for Capital Note Items.

1. NEW YORK STATE TEXTBOOK PROGRAM

The State of New York provides up to $10.00 per pupil in grades K-9 under the Day Elementary and Day Junior High School New York State Textbook Law. The allocation will be based on the September 30, 1975, registers.

- For fiscal year 1975-1976, the State will provide an estimated $7,628,000. This amount is subject to change depending on the actual September 30, 1975, register.

2. FUNDS FOR CAPITAL NOTE ITEMS

The monies placed into Module 4B, Funds for Capital Note Items, are distributed to community school districts on a per capita basis. The workload weighted register, which is developed in Chapter IV, is used to determine the per capita amount and each district's allocation. The procedure is shown in Figure VII-1.

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{CAPITAL NOTES}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\text{TOTAL MODULE 4B FUNDS}}{\begin{array}{c}\text{TOTAL CITY-WIDE WORKLOAD}\\ \text{WEIGHTED REGISTER}\end{array}}$$

- For fiscal year 1975-1976, the per capita amount is about $8.11:

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{CAPITAL NOTES}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array} = \frac{\$6{,}870{,}878}{847{,}642 \text{ STUDENTS (WORKLOAD WEIGHTED)}}$$

$$= \$8.105873 \text{ PER STUDENT (WORKLOAD WEIGHTED)}$$

Each district's Module 4B allocation is equal to its workload weighted register multiplied by the per capita amount:

$$\begin{array}{c}\text{DISTRICT d}\\ \text{MODULE 4B}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{WORKLOAD WEIGHTED}\\ \text{REGISTER}\end{array} \times \begin{array}{c}\text{CITY-WIDE}\\ \text{CAPITAL NOTES}\\ \text{PER CAPITA}\\ \text{AMOUNT}\end{array}$$

- For example, District 11 receives $219,150:

$$\begin{array}{c}\text{DISTRICT 11}\\ \text{MODULE 4B}\\ \text{ALLOCATION}\end{array} = 27{,}036 \times \$8.105873$$

$$= \$219{,}150$$

The Module 4B allocation to each district is listed in Table VII-I.

Figure VII-1

ALLOCATING FUNDS FOR CAPITAL NOTE ITEMS
MODULE 4B

STEP 1	TOTAL MODULE 4B AMOUNT	÷	TOTAL CITY–WIDE WORKLOAD WEIGHTED REGISTER	=	CITY–WIDE CAPITAL NOTES PER CAPITA AMOUNT
	$ 6,870,878		847,642		$ 8.105873
STEP 2	DISTRICT d WORKLOAD WEIGHTED REGISTER	X	CITY–WIDE CAPITAL NOTES PER CAPITA AMOUNT	=	DISTRICT d MODULE 4B ALLOCATION
E.G. DIST. 11	27,036	X	$ 8.105873	=	$ 219,150

Table VII-I

MODULE 4B

CAPITAL NOTES ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	WORKLOAD WEIGHTED REGISTER	TOTAL ALLOCATION
1	17,188	$ 139,324
2	23,280	188,705
3	20,152	163,350
4	17,679	143,304
5	21,090	170,953
6	20,222	163,917
7	28,617	231,966
8	33,588	272,260
9	41,064	332,860
10	34,881	282,741
11	27,036	219,150
12	30,083	243,849
13	24,484	198,464
14	29,327	237,721
15	28,845	233,814
16	19,309	156,516
17	30,157	244,449
18	21,806	176,757
19	32,618	264,397
20	27,149	220,066
21	26,756	216,881
22	26,344	213,541
23	20,753	168,221
24	26,594	215,568
25	25,531	206,951
26	17,937	145,395
27	30,705	248,891
28	25,919	210,096
29	27,747	224,914
30	25,172	204,041
31	41,478	336,213
32	24,131	195,603
TL	847,642	$6,870,878

VIII. MODULE 5: SPECIAL PURPOSES

Module 5 monies are designated for special purposes (Table VIII-1):

- Module 5A, Special Purpose Funds, is managed centrally.
- Module 5B, Special Purpose Reserve, is allocated to the community school districts.

1. MODULE 5A: SPECIAL PURPOSE FUNDS

Module 5A, Special Purpose Funds, managed centrally, provides special programs and services to all community school districts.

A. School Lunch: $77,743,512

The Bureau of School Lunches provides lunches for children in all schools. Districts have the option of operating their own lunch program with funds allocated for this purpose. In 1974-1975, with the exception of District 1, all districts' school lunch programs were centrally managed.

B. Repair and Maintenance: $24,852,422

The Division of School Buildings provides personnel and materials for repair and maintenance jobs such as replacing windows, painting, restoring and repairing buildings (roofing, plumbing, boilers), correcting code violations (health, fire, building), installing equipment (chalkboards, window guards, lighting), landscaping, and exterminating. The funds available for each district are based on district square footage and the previous year's cost for vandalism.

Table VIII-1

MODULE 5, SPECIAL PURPOSES

FISCAL YEAR 1975-1976

MODULE 5A: SPECIAL PURPOSE FUNDS	
School Lunch	$ 77,743,512
Repair and Maintenance	24,852,422
Rentals	5,389,345
Paraprofessional Training Program	185,945
Borough-Wide Music Program	106,307
City-Wide Awards	2,500
Sub-Total Module 5A	$108,280,031
MODULE 5B: SPECIAL PURPOSE RESERVE	
Sabbatical Leave Coverage	$ 12,250,446
Leave in Lieu of Sabbaticals	2,427,471
Prep-Periods (Special Education)	6,000,000
Register Increase	4,500,000
Salaries - Properly Excessed Personnel	600,000
Terminal Leave	700,000
Theft and Vandalism	300,000
OTPS New Schools	536,600
Legal Counsel	50,000
Bilingual Education	6,800,000
Chancellor's Contingency Fund for Educational Parks and Integration Programs	1,000,000
Reserve for Short-falls in Above Categories	1,000,000
Sub-Total Module 5B	$ 36,164,517
TOTAL MODULE 5	$144,444,548

C. Rentals: $5,389,345

Where overcrowding exists, additional space can be rented. The Office of Educational Facilities Planning regulates leasing of additional space.

D. Paraprofessional Training Program: $185,945

The operating costs of the paraprofessional training program are included in Module 5. Stipend payments to trainees are included in Module 6, Fringe Benefits.

E. Borough-Wide Music Program: $106,307

The Bureau of Music conducts Saturday morning vocal and instrumental programs in districts. Students from all districts may participate.

F. City-Wide Awards: $2,500

Medals and awards are presented by the Bureau of Health and Physical Education for interdistrict competitions.

2. MODULE 5B: SPECIAL PURPOSE RESERVE

Module 5B, Special Purpose Reserve, allocates funds to districts for specific costs.

A. Sabbatical Leave Coverage: $12,250,446
Terminal Leave Coverage: $700,000

Replacement personnel are required when a principal, assistant principal, teacher, guidance counselor or school secretary are on a sabbatical or terminal leave. Funds are allocated to cover these replacement costs. A district's allocation is based on the number and type of personnel on leave and the district average salary.

B. Leave in Lieu of Sabbaticals: $2,427,471

Principals, assistant principals and other supervisors who forgo their sabbatical leave at retirement go on a "Leave in Lieu of Sabbatical Leave" (LILU). Districts are allocated funds to cover the cost of supervisors on leave in lieu of sabbatical leave. The allocation depends upon the supervisor's salary and duration of leave.

C. Preparation Period Coverage For Special Education Classes: $6,000,000

Special purpose funds are provided to districts for coverage of special education classes during the special education teacher's preparation period. The allocation is based on the number of additional teachers required and the district average salary.

D. Register Increase: $4,500,000

Districts whose audited register increases from October 31, 1974, to October 31, 1975, receive a special purpose allocation based on the 1975-1976 Module 2A formula. This allocation compensates for the use of the October 31, 1974, register for the 1975-1976 Module 2A allocation.

E. Salaries of Properly Excessed Personnel: $600,000

Salaries of personnel properly declared in excess from a district are paid out of this special purpose fund until they are reassigned or terminated.

F. Theft and Vandalism: $300,000

Special purpose funds are allocated for the replacement of stolen or vandalized instructional equipment.

G. Other Than Personal Service - New Schools: $536,600

This special purpose allocation provides funds for purchasing instructional supplies for opening new schools.

H. Legal Counsel: $50,000

A district is reimbursed for the cost of legal counsel services (subject to review for fair and reasonable costs) if the Corporation Counsel cannot perform these services and rules that the district should not be charged for contracting such services.

I. Bilingual Education: $6,800,000

Special purpose funds are allocated to provide instructional services unique to the education of pupils with difficulty in the English language. This covers the costs of bilingual programs including bilingual teachers, teachers of English as a second language and paraprofessionals. Also provided are supplies, textbooks, testing, and other than personal service items required by such programs. A district's allocation is based on the number of pupils with difficulty in the English language.

J. Chancellor's Contingency Fund for Educational Parks and Integration Programs: $1,000,000

The Chancellor's Contingency Fund supports new educational parks, such as the North East Bronx Educational Park in District 11 and the East New York Educational Complex in District 19. The fund also provides for special services required by schools that are paired to promote integration.

IX. MODULE 6: FRINGE BENEFITS

Module 6 provides the fringe benefits for personnel employed by the thirty-two community school districts. These benefits include pensions, social security, health insurance, welfare benefits, and the paraprofessional training program.

Fringe benefit funds are administered centrally for all programs saving districts the administration costs and responsibilities. There is one set of payment rates for benefits that apply uniformly to all employees no matter where they work. The components of the 1975-1976 Module 6 allocation are shown below.

FRINGE BENEFIT	1975-1976 BUDGET
Pensions	$ 203,577,361
Social Security Contributions	33,415,723
Health Insurance	19,079,133
Welfare Benefits	15,632,373
Paraprofessional Training Program	2,514,055
Workmen's Compensation*	52,933
Other**	8,009,523
TOTAL MODULE 6	$ 282,281,101

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*Paid to custodial help only.

**Fringes associated with personnel supported by state aid special needs monies.

1. PENSIONS

Most Board of Education employees are members of the Teachers' Retirement System or the Board of Education Retirement System. The Board of Education pension systems are divided into six funds. The 1975-1976 budget in Module 6 for each fund is shown below.

PENSION SYSTEM	1975-1976 BUDGET*
Board of Education Retirement System Contingent Reserve Fund	$ 4,372,683
Board of Education Retirement System Pension Fund	37,698
Annuity for Teachers at Maximum	7,123,850
Teacher's Retirement System Pension Reserve Fund No. 2	1,960,000
Teacher's Retirement System Supplemental Pension Fund	11,826,000
Teacher's Retirement System Contingent Reserve Fund	178,257,130
TOTAL	$203,577,361

The cost of pensions to the City is calculated annually by actuaries employed by the retirement systems. Although teachers nominally contribute one-quarter of the annual cost, in actual fact, increased Take Home Pay** more than covers the required contribution for most teachers. The Board essentially pays the entire cost of pedagogical pensions.

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*Projected for budget purposes only. Amounts will be finalized later in the fiscal year.

**Increased Take Home Pay was given by contract in lieu of a raise in 1960. It is a payment of 5% of salary into a separate pension fund.

2. SOCIAL SECURITY CONTRIBUTION

Present federal Social Security Law mandates an employer contribute to social security 5.85% of each employee's annual salary up to $14,100. The Board of Education pays $824.85 for each employee earning $14,100 or more. The employee matches this contribution. The total projected social security cost for fiscal year 1975-1976 is based on the estimated annual salaries of all employees.

3. HEALTH INSURANCE

The Board of Education has agreed in contracts to pay the cost of basic health insurance coverage for all full-time employees and hourly employees who work at least 20 hours per week. The average cost per employee was approximately $385 in 1974-1975. Table IX-1 shows the 1974-1975 annual health insurance rates.

4. WELFARE BENEFITS

Annual and most hourly employees of the Board of Education are eligible by contract for benefits from the welfare fund. These include life insurance, dental and vision coverage, disability insurance, and extended major medical coverage. Benefits included vary between contracts. Average Board of Education contributions to the welfare fund by type of employee are shown in Table IX-2.

TABLE IX-1

HEALTH INSURANCE RATES FOR 1974-1975

TYPE OF EMPLOYEE	BLUE CROSS & GHI*	BLUE CROSS & GHI-TYPE E*	BLUE CROSS & HIP*
Under 65 Years Old			
Individual	$161.28	$191.40	$178.72
Parent & Child	322.68	382.80	357.44
Husband & Wife	385.44	442.80	433.28
Family - 3 Or More	461.16	524.64	543.36
Over 65 Years Old			
1 Person	$ 65.76	$ 68.64	$ 60.36
2 Persons	227.04	260.04	239.08
3 Persons	388.32	451.44	417.80
4 Or More Persons	461.16	524.64	567.60

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*Each health plan offers a Blue Cross hospitalization part and a medical part. Hospitalization coverage is the same for all plans. GHI medical refers to Group Health Incorporated. GHI-Type E is known as Major Medical. HIP is a pre-paid group plan offered by the Health Insurance Plan of Greater New York.

TABLE IX-2

BOARD OF EDUCATION CONTRIBUTION TO WELFARE FUNDS

TYPE OF POSITION	1975-1976 EFFECTIVE RATE
United Federation of Teachers Titles	$395 /yr.
Council of Supervisors and Administrators Titles	$452 /yr.
Administrative Titles	$375 /yr.
Paraprofessionals	$365 /yr.
Hourly Employees*	$200 /yr.
Custodians	$375 /yr.
Custodial Employees - Local 74	$0.48 /hr.
Custodial Employees - Local 94	$0.57 /hr.

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*Includes School Aides, School Lunch Workers and School Guards.

6. PARAPROFESSIONAL TRAINING PROGRAM

Other than personal service costs for the paraprofessional training program are included in Module 6. These costs are primarily stipends that enable paraprofessionals to attend college in their off-work hours. The costs for operating the paraprofessional training program are part of Module 5, Special Purposes.

X. MODULE 7: FURNITURE AND EQUIPMENT PROCUREMENT

Since fiscal year 1973-1974, Module 7 provides capital funds for purchasing furniture and equipment, lab equipment, typewriters, light fixtures, blackboards, desks. Prior to 1973-1974, Module 7 funds were included in the school system's repair and maintenance program. Since then a repair and maintenance formula adopted by the Board (excluding vandalism) allocates these funds. Figure X-I illustrates the Module 7 allocation procedure. Each district's weighted floor area is developed and then used to determine its allocation.

1. WEIGHTED FLOOR AREA

Module 7 funds are allocated in proportion to each district's weighted floor area. The weighted floor area is determined by four factors:

- Total square feet area
- Average utilization percentage
- Average school building age
- Number of modernizations.

Weights are calculated for each of these factors and combined to obtain a district floor area weight.

The district utilization weight is the difference between the district average utilization percentage and a "standard" utilization percentage of 100%.

Figure X-1

ALLOCATING FUNDS FOR FURNITURE AND EQUIPMENT PROCUREMENT
MODULE 7

STEP 1					DISTRICT d PERCENT UTILIZATION	–	"STANDARD" PERCENT UTILIZATION	=	DISTRICT d UTILIZATION WEIGHT
E.G., DIST. 11					76.6 %	–	100 %	=	– 23.4 %
STEP 2					(DISTRICT d AVERAGE SCHOOL BUILDING AGE	–	CITY–WIDE AVERAGE SCHOOL BUILDING AGE)	% =	DISTRICT d AGE WEIGHT
E.G., DIST. 11					(33.4	–	36.1)	% =	– 2.7 %
STEP 3							DISTRICT d NUMBER OF MODERNIZATIONS	% =	DISTRICT d MODERNIZATION WEIGHT
E.G., DIST. 11							10	% =	10.0 %
STEP 4	100 %	+	DISTRICT d UTILIZATION WEIGHT	+	DISTRICT d AGE WEIGHT	–	DISTRICT d MODERNIZATION WEIGHT	=	DISTRICT d FLOOR AREA WEIGHT
E.G., DIST. 11	100 %	+	– 23.4 %	+	– 2.7 %	–	10.0 %	=	63.9 %

Figure X-1 (Con't)

ALLOCATING FUNDS FOR FURNITURE AND EQUIPMENT PROCUREMENT
MODULE 7

STEP 5	DISTRICT d FLOOR AREA	X	DISTRICT d FLOOR AREA WEIGHT	=	DISTRICT d WEIGHTED FLOOR AREA
E.G., DIST. 11	3,165,250	X	63.9 %	=	2,022,595
STEP 6		$\sum_{d=1}^{32}$	DISTRICT d WEIGHTED FLOOR AREA	=	TOTAL CITY–WIDE WEIGHTED FLOOR AREA
					57,003,537
STEP 7	MODULE 7 AMOUNT	÷	TOTAL CITY–WIDE WEIGHTED FLOOR AREA	=	CITY–WIDE FURNITURE AND PROCUREMENT AMOUNT PER SQUARE FOOT
	$ 1,135,000		57,003,537		$ 0.0199110
STEP 8	DISTRICT d WEIGHTED FLOOR AREA	X	CITY–WIDE FURNITURE AND PROCUREMENT AMOUNT PER SQUARE FOOT	=	DISTRICT d FURNITURE AND PROCUREMENT ALLOCATION
E.G., DIST. 11	2,022,595	X	$ 0.0199110	=	$ 40,272

$$\begin{array}{c}\text{DISTRICT d}\\ \text{UTILIZATION}\\ \text{WEIGHT}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{PERCENT}\\ \text{UTILIZATION}\end{array} - \begin{array}{c}\text{"STANDARD"}\\ \text{PERCENT}\\ \text{UTILIZATION}\end{array}$$

- For example, District II has an average utilization of 76.6%. District II's utilization weight is - 23.4%.

$$\begin{array}{c}\text{DISTRICT II}\\ \text{UTILIZATION}\\ \text{WEIGHT}\end{array} = 76.6\% - 100\%$$
$$= -23.4\%$$

The district building age weight is calculated by subtracting the city-wide average building age of 36.1 years from the average school building age in the district. This difference is then written as a percentage.

$$\begin{array}{c}\text{DISTRICT d}\\ \text{AGE}\\ \text{WEIGHT}\end{array} = \left[\begin{array}{c}\text{DISTRICT d}\\ \text{AVERAGE}\\ \text{SCHOOL BUILDING}\\ \text{AGE}\end{array} - \begin{array}{c}\text{CITY-WIDE}\\ \text{AVERAGE}\\ \text{SCHOOL BUILDING}\\ \text{AGE}\end{array}\right]\%$$

- In District II, the average age is 33.4 years, 2.7 years less than the city-wide average of 36.1 years.

$$\begin{array}{c}\text{DISTRICT II}\\ \text{AGE}\\ \text{WEIGHT}\end{array} = [33.4 - 36.1]\%$$
$$= -2.7\%$$

The district modernization weight is the number of modernizations since 1965 written as a percentage.

$$\begin{array}{c}\text{DISTRICT d}\\ \text{MODERNIZATION}\\ \text{WEIGHT}\end{array} = \left[\begin{array}{c}\text{DISTRICT d}\\ \text{NUMBER OF}\\ \text{MODERNIZATIONS}\end{array}\right]\%$$

- In District 11, which has had a total of 10 modernizations, the modernization weight is 10.0%:

$$\text{DISTRICT 11 MODERNIZATION WEIGHT} = 10.0\%$$

The district's total floor area weight is the algebraic sum of the utilization weight and the age weight, less the modernization weight, plus 100%. The floor area weight is then applied to the total square footage of floor area in the district to obtain the district weighted floor area. The weighted floor area for each district is shown in Table X-1.

$$\text{DISTRICT d FLOOR AREA WEIGHT} = \text{DISTRICT d UTILIZATION WEIGHT} + \text{DISTRICT d AGE WEIGHT} - \text{DISTRICT d MODERNIZATION WEIGHT} + 100.0\%$$

$$\text{DISTRICT d WEIGHTED FLOOR AREA} = \text{DISTRICT d FLOOR AREA} \times \text{DISTRICT d FLOOR AREA WEIGHT}$$

- District 11's floor area weight of 63.9% results in a weighted floor area of 2,022,595 square feet when applied to its actual floor area of 3,165,250 square feet.

$$\begin{aligned}\text{DISTRICT 11 FLOOR AREA WEIGHT} &= (-23.4\%) + (-2.7\%) - 10.0\% + 100.0\% \\ &= 63.9\%\end{aligned}$$

$$\begin{aligned}\text{DISTRICT d WEIGHTED FLOOR AREA} &= 3{,}165{,}250 \ \text{X} \ 63.9\% \\ &= 2{,}022{,}595 \ \text{WEIGHTED SQUARE FEET}\end{aligned}$$

Table X-I

MODULE 7

FURNITURE AND EQUIPMENT PROCUREMENT ALLOCATION

FISCAL YEAR 1975-1976

DISTRICT	TOTAL FLOOR AREA (SQ. FT.)	PERCENT UTILIZATION	AVERAGE AGE OF SCHOOL BUILDINGS	NUMBER OF MODERNIZATIONS SINCE 1965	WEIGHTED FLOOR AREA (SQ. FT.)	MODULE 7 ALLOCATION
1	1,797,250	69.1 %	43.1	2	1,331,762	$ 26,517
2	2,395,500	77.3	44.4	0	2,050,548	40,828
3	2,082,750	73.7	26.6	0	1,337,126	26,624
4	1,741,750	65.1	31.8	2	1,024,149	20,392
5	2,470,000	62.0	24.4	4	1,143,610	22,770
6	1,246,000	100.4	38.5	3	1,243,508	24,759
7	3,623,750	74.2	29.4	0	2,446,031	48,703
8	2,763,250	83.5	32.0	1	2,166,388	43,135
9	2,729,750	100.9	38.8	9	2,582,344	51,417
10	2,165,750	109.7	43.0	8	2,352,005	46,831
11	3,165,250	76.6	33.4	10	2,022,595	40,272
12	3,018,500	69.6	31.8	7	1,759,786	35,039
13	2,172,250	80.1	30.4	1	1,594,432	31,747
14	2,689,750	81.3	42.0	2	2,291,667	45,629
15	2,249,500	86.1	43.8	8	1,930,071	38,430
16	1,718,000	82.0	28.8	2	1,248,986	24,869
17	1,725,250	105.2	40.6	5	1,806,337	35,966
18	1,673,750	96.6	33.5	6	1,472,900	29,327
19	2,615,000	84.6	38.3	7	2,086,770	41,550
20	2,369,000	80.2	54.1	19	1,876,248	37,358
21	2,609,000	74.6	40.8	17	1,625,407	32,363
22	2,328,750	85.2	33.8	7	1,767,521	35,193
23	2,123,500	68.4	42.2	7	1,433,363	28,540
24	1,669,500	102.7	46.8	12	1,692,873	33,707
25	2,475,500	81.5	26.8	5	1,663,536	33,123
26	2,191,500	66.4	26.0	5	1,124,240	22,385
27	2,716,750	89.6	30.5	9	2,037,563	40,570
28	2,229,500	84.3	34.8	9	1,649,830	32,850
29	2,039,750	94.9	36.8	10	1,746,026	34,765
30	2,080,250	85.8	36.9	7	1,655,879	32,970
31	3,470,000	94.3	32.8	11	2,776,000	55,274
32	1,703,000	111.5	48.8	3	2,064,036	41,097
TL	--	--	--	--	57,003,537	$1,135,000

2. THE MODULE 7 ALLOCATION

After each district's weighted floor area is determined, they are summed to obtain the total city-wide weighted floor area.

$$\begin{array}{c}\text{TOTAL}\\ \text{CITY-WIDE}\\ \text{WEIGHTED}\\ \text{FLOOR AREA}\end{array} = \sum_{d=1}^{32} \begin{array}{c}\text{DISTRICT d}\\ \text{WEIGHTED}\\ \text{FLOOR AREA}\end{array}$$

When the city-wide weighted floor area has been calculated, the amount allocated per square foot and the total district allocation must be computed.

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{FURNITURE AND EQUIPMENT}\\ \text{AMOUNT}\\ \text{PER SQUARE FOOT}\end{array} = \begin{array}{c}\text{TOTAL}\\ \text{MODULE 7}\\ \text{AMOUNT}\end{array} \div \begin{array}{c}\text{TOTAL}\\ \text{CITY-WIDE}\\ \text{WEIGHTED}\\ \text{FLOOR AREA}\end{array}$$

- For fiscal year 1975-1976, the amount per square foot is about $0.02.

$$\begin{array}{c}\text{CITY-WIDE}\\ \text{FURNITURE AND EQUIPMENT}\\ \text{AMOUNT}\\ \text{PER SQUARE FOOT}\end{array} = \$1{,}135{,}000 \div 57{,}003{,}537$$

$$= \$0.0199110 \text{ PER SQUARE FOOT}$$

Each district receives the city-wide amount per square foot multiplied by its weighted floor area. The furniture and equipment allocation for each district is shown in Table X-1.

$$\begin{array}{c}\text{DISTRICT d}\\ \text{FURNITURE AND EQUIPMENT}\\ \text{ALLOCATION}\end{array} = \begin{array}{c}\text{DISTRICT d}\\ \text{WEIGHTED}\\ \text{FLOOR AREA}\end{array} \times \begin{array}{c}\text{CITY-WIDE}\\ \text{FURNITURE AND EQUIPMENT}\\ \text{AMOUNT}\\ \text{PER SQUARE FOOT}\end{array}$$

- Completing our example, District II receives $40,272 for furniture and equipment procurement.

DISTRICT II
FURNITURE AND EQUIPMENT = 2,022,595 × $0.0199110
ALLOCATION
= $40,272

Appendix A

THE ADJUSTED REGISTER

The adjusted pupil register is the primary basis for allocating funds to the community school districts. The fiscal year 1975-1976 allocation formulae used the reported October 31, 1974, pupil register adjusted for:

- Long term absences.
- Pupils in Special Education classes, who are supported by centrally administered funds.
- Pupils attending school out of district.
- Unusual register changes after October 31, 1974.
- Pupils formerly in Special Education classes for emotionally handicapped children, who are supported by centrally administered funds.
- Eighth grade graduates of intermediate schools.

Table A-1 lists the October 1974 register and adjustments, Table A-2 lists the adjusted register broken down by level and by Title I status. Table A-3 shows the register changes between October 1973 and October 1974.

Table A-1

AUDITED OCTOBER 1974 REGISTER ADJUSTMENTS
FISCAL YEAR 1975-1976

DISTRICT	REGISTER REPORTED BY DISTRICT	DEDUCTIONS				TOTAL ADJUSTED REGISTER
		PRE-KINDERGARTEN	MENTALLY & PHYSICALLY HANDICAPPED	EMOTIONALLY HANDICAPPED	AUDIT ADJUST-MENTS	
1	15,408	261	220	32	654	14,241
2	21,590	266	519	86	303	20,416
3	18,691	402	458	16	669	17,146
4	16,203	253	364	72	363	15,151
5	18,653	45	469	36	350	17,753
6	18,342	-	234	26	277	17,805
7	24,651	-	450	73	304	23,824
8	29,775	234	500	60	567	28,414
9	37,162	436	527	28	1,402	34,769
10	31,114	32	583	41	255	30,203
11	26,046	50	762	189	116	24,929
12	27,201	-	455	45	614	26,087
13	21,718	310	457	49	199	20,703
14	25,863	589	597	30	322	24,325
15	25,139	-	457	82	341	24,259
16	17,405	-	362	18	483	16,542
17	26,167	52	264	18	373	25,460
18	20,336	28	419	76	130	19,683
19	28,643	150	552	66	326	27,549
20	26,358	-	694	59	239	25,366
21	25,666	-	573	92	159	24,842
22	25,956	-	369	76	99	25,412
23	18,431	105	393	54	525	17,354
24	25,493	39	284	16	104	25,050
25	25,167	29	502	41	98	24,497
26	17,630	-	484	43	23	17,080
27	29,738	-	789	141	265	28,543
28	24,441	143	376	72	264	23,586
29	25,910	-	337	130	113	25,330
30	24,072	-	496	75	152	23,349
31	40,519	267	722	87	94	39,349
32	20,918	-	140	-	462	20,316
TOTAL	780,406	3,691	14,808	1,929	10,645	749,333

TABLE A-2

ADJUSTED REGISTER: OCTOBER 1974, FISCAL YEAR 1975-1976

	KINDERGARTEN		ELEMENTARY		JUNIOR HIGH		
DISTRICT	TITLE I	NON-TITLE I	TITLE I	NON-TITLE I	TITLE I	NON-TITLE I	TOTAL
1	1,075	0	8,889	0	4,277	0	14,241
2	946	679	7,314	4,808	2,894	3,775	20,416
3	1,437	108	10,330	943	4,328	0	17,146
4	1,214	0	10,156	0	2,620	1,161	15,151
5	1,392	0	11,104	0	4,067	1,190	17,753
6	1,427	431	8,830	2,579	2,858	1,680	17,805
7	1,972	0	14,869	0	6,983	0	23,824
8	2,255	434	13,709	1,623	6,292	4,101	28,414
9	2,814	0	23,278	0	8,114	563	34,769
10	1,467	1,397	11,457	6,858	7,417	1,607	30,203
11	124	2,026	1,336	12,499	1,233	7,711	24,929
12	2,267	153	16,725	1,090	4,578	1,274	26,087
13	1,676	0	13,983	0	5,044	0	20,703
14	2,125	0	14,678	0	7,522	0	24,325
15	2,349	101	14,497	371	6,941	0	24,259
16	1,206	0	12,092	0	3,244	0	16,542
17	2,030	109	15,269	1,244	6,808	0	25,460
18	332	1,097	2,066	8,506	1,203	6,479	19,683
19	1,818	400	14,584	2,958	7,789	0	27,549
20	411	2,301	2,507	12,101	1,050	6,996	25,366
21	298	1,854	2,473	12,852	1,579	5,786	24,842
22	0	2,822	0	15,374	0	7,216	25,412
23	1,241	0	11,466	0	4,647	0	17,354
24	381	2,379	2,058	11,860	0	8,372	25,050
25	0	2,671	0	14,435	0	7,391	24,497
26	0	1,816	0	9,666	0	5,598	17,080
27	1,053	2,390	6,772	11,093	2,297	4,938	28,543
28	807	1,397	5,129	9,083	2,129	5,041	23,586
29	982	1,701	6,254	9,393	2,766	4,234	25,330
30	1,083	1,690	4,933	9,505	2,017	4,121	23,349
31	619	4,002	3,870	18,713	0	12,145	39,349
32	1,673	0	13,397	0	5,246	0	20,316
TL	38,474	31,958	284,025	177,554	115,943	101,379	749,333

Table A-3

REGISTER CHANGES: OCTOBER 1973 TO OCTOBER 1974

DISTRICT	KINDERGARTEN TITLE I	KINDERGARTEN NON-TITLE I	KINDERGARTEN TOTAL	ELEMENTARY TITLE I	ELEMENTARY NON-TITLE I	ELEMENTARY TOTAL	JUNIOR HIGH TITLE I	JUNIOR HIGH NON-TITLE I	JUNIOR HIGH TOTAL	TOTAL CHANGE
1	- 28	+ 0	- 28	- 439	+ 0	- 439	- 159	+ 0	- 159	- 626
2	- 176	+ 117	- 59	- 466	+ 577	+ 111	- 1,692	+ 1,701	+ 9	+ 61
3	- 84	+ 108	+ 24	- 1,329	+ 943	- 386	- 34	+ 0	- 34	- 396
4	+ 81	+ 0	+ 81	- 357	+ 0	- 357	- 1,180	+ 1,161	- 19	- 295
5	- 13	+ 0	- 13	- 767	+ 0	- 767	- 1,435	+ 1,190	- 245	- 1,025
6	- 173	+ 163	- 10	- 920	+ 987	+ 67	- 1,493	+ 1,680	+ 187	+ 244
7	- 65	+ 0	- 65	- 1,660	+ 0	- 1,660	+ 174	+ 0	+ 174	- 1,551
8	- 73	+ 18	- 55	- 1,223	- 209	- 1,432	- 1,929	+ 1,941	+ 12	- 1,475
9	- 306	+ 0	- 306	- 994	+ 0	- 994	+ 945	+ 563	+ 1,508	+ 208
10	- 214	+ 380	+ 166	+ 63	+ 1,336	+ 1,399	+ 193	+ 57	+ 250	+ 1,815
11	- 376	+ 225	- 151	- 2,351	+ 1,871	- 480	+ 16	- 44	- 28	- 659
12	- 374	+ 153	- 221	- 3,339	+ 1,090	- 2,249	- 1,279	+ 1,274	- 5	- 2,475
13	- 79	+ 0	- 79	- 519	+ 0	- 519	- 10	+ 0	- 10	- 608
14	- 93	+ 0	- 93	- 964	+ 0	- 964	+ 237	+ 0	+ 237	- 820
15	- 102	+ 7	- 95	- 23	+ 7	- 16	+ 131	+ 0	+ 131	+ 20
16	- 115	+ 0	- 115	- 562	+ 0	- 562	+ 97	+ 0	+ 97	- 580
17	- 139	+ 109	- 30	- 1,344	+ 1,244	- 100	+ 114	+ 0	+ 114	- 16
18	- 102	+ 202	+ 100	- 1,507	+ 1,426	- 81	- 1,836	+ 1,930	+ 94	+ 113
19	- 179	+ 180	+ 1	- 2,470	+ 1,778	- 692	- 196	+ 0	- 196	- 887
20	- 103	+ 40	- 63	- 338	+ 314	- 24	- 1,433	+ 1,369	- 64	- 151
21	- 39	+ 20	- 19	- 440	+ 590	+ 150	- 277	- 339	- 616	- 485
22	- 190	+ 6	- 184	- 1,253	+ 1,219	- 34	+ 0	- 251	- 251	- 469
23	- 214	+ 0	- 214	- 763	+ 0	- 763	- 283	+ 0	- 283	- 1,260
24	- 30	- 22	- 52	+ 179	+ 83	+ 262	+ 0	+ 832	+ 832	+ 1,042
25	+ 0	- 43	- 43	+ 0	- 175	- 175	+ 0	- 110	- 110	- 328
26	+ 0	+ 21	+ 21	+ 0	- 534	- 534	+ 0	- 243	- 243	- 756
27	- 248	+ 292	+ 44	- 1,477	+ 1,575	+ 98	- 149	+ 209	+ 60	+ 202
28	- 112	+ 34	- 78	- 846	+ 336	- 510	- 62	- 271	- 333	- 921
29	- 542	+ 525	- 17	- 2,243	+ 2,211	- 32	- 1,776	+ 1,584	- 192	- 241
30	+ 21	+ 161	+ 182	- 956	+ 904	- 52	- 1,234	+ 1,563	+ 329	+ 459
31	- 50	+ 117	+ 67	- 98	+ 184	+ 86	- 2,324	+ 2,594	+ 270	+ 423
32	+ 76	+ 0	+ 76	- 237	+ 0	- 237	- 58	+ 0	- 58	- 219
TL	- 4,041	+ 2,813	- 1,228	- 29,643	+ 17,757	- 11,886	- 16,932	+ 18,390	+ 1,458	- 11,656

APPENDIX B

PROJECTED OCTOBER 1975 REGISTER

The projected October 1975 adjusted register for each district is based on the October register for the years 1972, 1973, and 1974. Registers of each district are projected for the following six categories (Table B-1):

- Kindergarten Title 1
- Kindergarten non-Title 1
- Elementary school Title 1
- Elementary school non-Title 1
- Junior High School Title 1
- Junior High School non-Title 1.

The projections are based on judgemental extrapolations of past trends rather than sophisticated statistical methods. Additional information is incorporated into each district's projections:

- The impact of new housing.
- Changes in Title 1 status of schools.
- Open enrollment agreements between districts.

Table B-2 lists the projected changes from October 1974 to October 1975.

Table B-1

PROJECTED ADJUSTED REGISTER

OCTOBER 1975

	KINDERGARTEN		ELEMENTARY		JUNIOR HIGH		
DISTRICT	TITLE I	NON-TITLE I	TITLE I	NON-TITLE I	TITLE I	NON-TITLE I	TOTAL
1	969	0	8,436	0	4,129	0	13,534
2	902	694	7,244	4,914	2,807	4,017	20,578
3	1,443	108	9,790	947	4,345	0	16,633
4	1,249	0	9,824	0	2,696	1,194	14,963
5	1,264	0	10,316	0	3,780	1,190	16,550
6	1,427	406	8,830	2,579	2,858	1,680	17,780
7	1,801	0	13,436	0	7,034	0	22,271
8	2,260	435	13,113	1,417	6,017	4,122	27,364
9	2,625	0	22,862	0	8,664	567	34,718
10	1,470	1,400	12,553	6,873	7,434	1,611	31,341
11	144	1,870	1,556	12,352	1,233	7,420	24,575
12	2,108	55	15,439	413	5,132	728	23,875
13	1,491	0	13,373	0	4,991	0	19,855
14	1,952	0	14,002	0	7,738	0	23,692
15	2,211	109	14,497	371	6,941	0	24,129
16	994	0	11,445	0	3,244	0	15,683
17	2,003	109	15,291	1,246	6,932	0	25,581
18	332	1,097	1,988	8,503	1,348	6,436	19,704
19	1,762	419	14,711	3,096	7,949	0	27,937
20	383	2,232	2,412	12,101	967	6,996	25,091
21	262	1,861	2,633	12,748	1,585	5,500	24,589
22	0	2,822	0	15,299	0	6,817	24,938
23	940	0	10,646	0	4,376	0	15,962
24	381	2,350	2,193	12,107	0	8,863	25,894
25	0	2,592	0	14,289	0	7,242	24,123
26	0	1,823	0	9,107	0	5,457	16,387
27	974	2,413	6,540	11,202	2,169	4,986	28,284
28	810	1,208	4,921	8,829	2,074	4,787	22,629
29	982	1,701	6,255	9,395	2,767	4,330	25,430
30	1,216	1,691	4,752	9,640	2,123	4,218	23,640
31	532	4,019	3,788	18,980	0	12,442	39,761
32	1,673	0	13,265	0	5,202	0	20,140
TL	36,560	31,414	276,111	176,408	116,535	100,603	737,631

Table B-2

REGISTER CHANGES: OCTOBER 1974 TO PROJECTED OCTOBER 1975

DISTRICT	KINDERGARTEN TITLE I	KINDERGARTEN NON-TITLE I	KINDERGARTEN TOTAL	ELEMENTARY TITLE I	ELEMENTARY NON-TITLE I	ELEMENTARY TOTAL	JUNIOR HIGH TITLE I	JUNIOR HIGH NON-TITLE I	JUNIOR HIGH TOTAL	TOTAL CHANGE
1	- 106	+ 0	- 106	- 453	+ 0	- 453	- 148	+ 0	- 148	- 707
2	- 44	+ 15	- 29	- 70	+ 106	+ 36	- 87	+ 242	+ 155	+ 162
3	+ 6	+ 0	+ 6	- 540	+ 4	- 536	+ 17	+ 0	+ 17	- 513
4	+ 35	+ 0	+ 35	- 332	+ 0	- 332	+ 76	+ 33	+ 109	- 188
5	- 128	+ 0	- 128	- 788	+ 0	- 788	- 287	+ 0	- 287	- 1,203
6	+ 0	- 25	- 25	+ 0	+ 0	+ 0	+ 0	+ 0	+ 0	- 25
7	- 171	+ 0	- 171	- 1,433	+ 0	- 1,433	+ 51	+ 0	+ 51	- 1,553
8	+ 5	+ 1	+ 6	- 596	- 206	- 802	- 275	+ 21	- 254	- 1,050
9	- 189	+ 0	- 189	- 416	+ 0	- 416	+ 550	+ 4	+ 554	- 51
10	+ 3	+ 3	+ 6	+ 1,096	+ 15	+ 1,111	+ 17	+ 4	+ 21	+ 1,138
11	+ 20	- 156	- 136	+ 220	- 255	- 35	+ 0	- 183	- 183	- 354
12	- 159	- 98	- 257	- 1,286	- 677	- 1,963	+ 554	- 546	+ 8	- 2,212
13	- 185	+ 0	- 185	- 610	+ 0	- 610	- 53	+ 0	- 53	- 848
14	- 173	+ 0	- 173	- 676	+ 0	- 676	+ 216	+ 0	+ 216	- 633
15	- 138	+ 8	- 130	+ 0	+ 0	+ 0	+ 0	+ 0	+ 0	- 130
16	- 212	+ 0	- 212	- 647	+ 0	- 647	+ 0	+ 0	+ 0	- 859
17	- 27	+ 0	- 27	+ 22	+ 2	+ 24	+ 124	+ 0	+ 124	+ 121
18	+ 0	+ 0	+ 0	- 78	- 3	- 81	+ 145	- 43	+ 102	+ 21
19	- 56	+ 19	- 37	+ 127	+ 138	+ 265	+ 160	+ 0	+ 160	+ 388
20	- 28	- 69	- 97	- 95	+ 0	- 95	- 83	+ 0	- 83	- 275
21	- 36	+ 7	- 29	+ 160	- 104	+ 56	+ 6	- 286	- 280	- 253
22	+ 0	+ 0	+ 0	+ 0	- 75	- 75	+ 0	- 399	- 399	- 474
23	- 301	+ 0	- 301	- 820	+ 0	- 820	- 271	+ 0	- 271	- 1,392
24	+ 0	- 29	- 29	+ 135	+ 247	+ 382	+ 0	+ 491	+ 491	+ 844
25	+ 0	- 79	- 79	+ 0	- 146	- 146	+ 0	- 149	- 149	- 374
26	+ 0	+ 7	+ 7	+ 0	- 559	- 559	+ 0	- 141	- 141	- 693
27	- 79	+ 23	- 56	- 232	+ 109	- 123	- 128	+ 48	- 80	- 259
28	+ 3	- 189	- 186	- 208	- 254	- 462	- 55	- 254	- 309	- 957
29	+ 0	+ 0	+ 0	+ 1	+ 2	+ 3	+ 1	+ 96	+ 97	+ 100
30	+ 133	+ 1	+ 134	- 181	+ 135	- 46	+ 106	+ 97	+ 203	+ 291
31	- 87	+ 17	- 70	- 82	+ 267	+ 185	+ 0	+ 297	+ 297	+ 412
32	+ 0	+ 0	+ 0	- 132	+ 0	- 132	- 44	+ 0	- 44	- 176
TL	- 1,914	- 544	- 2,458	- 7,914	- 1,254	- 9,168	+ 592	- 668	- 76	- 11,702

Appendix C

THE AVERAGE TEACHER SALARY

The average teacher salary is computed from the Board of Education R-740 teacher payroll file, which is used for producing the actual payroll. The use of the June 1975 average teacher salary gives effect to the most current variation among community school districts. This amounts to incorporating an adjustment for teacher salary differences.

For each district, the total of all regular teachers' annual salaries as of June 1975 is divided by the corresponding total number of positions in order to come up with an average teacher salary for each district.

$$\text{DISTRICT } d \text{ AVERAGE TEACHER SALARY} = \frac{\text{TOTAL ANNUAL SALARIES}}{\text{TOTAL NUMBER OF POSITIONS}}$$

- For example, District 11 has an average teacher salary of $17,957:

$$\text{DISTRICT 11 AVERAGE TEACHER SALARY} = \frac{\$18{,}190{,}337}{1{,}013 \text{ POSITIONS}}$$

$$= \$17{,}957$$

Table C-1 lists the average teacher salary for each district.

The 1975-1976 allocation is based on the average salaries of regular teachers. Regular substitutes have been excluded from the computation to be consistent with the realities of the severe budget cutbacks. Community school districts will be able to employ very few regular substitutes in 1975-1976.

TABLE C-1

AVERAGE TEACHER SALARY

JUNE 1975

DISTRICT	NUMBER OF POSITIONS*	ANNUAL SALARIES	AVERAGE SALARY
1	678	$11,744,609	$17,322
2	904	16,255,774	17,982
3	804	13,540,761	16,842
4	773	13,191,072	17,065
5	907	15,316,117	16,887
6	782	13,113,627	16,769
7	1,175	19,604,790	16,685
8	1,365	22,982,585	16,837
9	1,550	23,917,380	15,431
10	1,264	21,291,712	16,845
11	1,013	18,190,337	17,957
12	1,261	21,574,824	17,109
13	989	15,901,392	16,078
14	1,167	19,842,087	17,003
15	1,141	19,175,532	16,806
16	741	11,690,742	15,777
17	1,086	17,361,665	15,987
18	813	14,011,642	17,234
19	1,301	21,734,635	16,706
20	1,028	17,968,412	17,479
21	1,045	18,505,872	17,709
22	967	17,762,180	18,368
23	836	14,015,175	16,765
24	969	16,413,810	16,939
25	950	17,562,985	18,487
26	716	13,439,145	18,770
27	1,079	19,385,427	17,966
28	1,023	18,302,115	17,891
29	1,029	18,151,050	17,640
30	865	15,179,512	17,549
31	1,561	27,747,619	17,776
32	966	15,343,310	15,883
TOTAL	32,748	$560,217,895	$ 17,107

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*All annual regular teacher positions. Substitute teachers are not included.

Source: June 1975 R740 Position Status Report.

Appendix D

MODULE 2A SUPPORTNG PERCENT ALLOCATION

The Module 2A supporting percent allocation, which is described in Chapter V, supplements the base allocation by providing funds for:

- Additional teachers for breakage, attendance teachers, teachers in charge, music teachers, librarians, guidance counselors, grade advisors, laboratory specialists, and other personnel.
- Step and differential salary increases.

In this Appendix, we analyze each component of the supporting percent allocation, which is 13.8% of the base allocation for 1975-1976.

I. ADDITIONAL PERSONNEL

The first component of the supporting percent allocation is for teachers and other staff in addition to the base number of teachers. For fiscal year 1975-1976, the base allocation is increased by an additional 10.0%. The step-by-step procedure is developed below. For our computations, we use the fiscal year 1974-1975 Module 2 allocations, the fiscal year 1974-1975 actual register (October 1974 adjusted register), and the number of teachers shown on the June 1975 position status report.

- In fiscal year 1974-1975, 9% of the total Module 2 amount is for special needs (see Chapter V).

- From the June 1975 position status report, there are 2,947 special needs teachers and 29,801 other teachers (see Appendix C).

$$\text{2,947 SPECIAL NEEDS TEACHERS} = 0.09 \times \text{32,748 TEACHERS}$$

$$\text{29,801 OTHER TEACHERS} = \text{32,748 TEACHERS} - \text{2,947 TEACHERS}$$

- For school year 1974-1975, there is a base of 28,391 teachers (see Chapters V).
- Finally, the number of additional teachers as a percent of the base is calculated. There are 5.0% more teachers than the base.

$$0.050 = \frac{\text{29,801 TEACHERS}}{\text{28,391 TEACHERS}} - 1$$

City-wide, a 5.0% increase of the base allocation is required for additional teachers. This amount is doubled to 10.0% to include funds for librarians, guidance counselors, grade advisors, laboratory specialists, and other personnel.

2. SALARY INCREASE

There are four kinds of salary increases that can occur during a year.*

- Contractual salary rate increase usually occurring in September, the beginning of the school year.
- Anniversary step increment occurring in the month a teacher started teaching for the first time.

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*See Agreement Between the Board of Education of the City School District of the City of New York and the United Federation of Teachers, September 9, 1972 - September 9, 1975, Appendix A for detailed provisions.

- March step increment occurring in March automatically for all teachers.

- Promotional differentials earned by acquiring credits, a Masters degree, or doctoral degree.

For 1975-1976, we are not concerned with contractual salary rate increases because they have not yet been agreed to by the United Federation of Teachers and the Board of Education. When a new agreement is reached, the required additional funds will be distributed from Module 5, Special Purposes.

The two step increments raise a teacher's annual salary rate, but for budgetary purposes, the fiscal year cost is all that matters. For fiscal year 1974-1975, the base allocation was increased 3.8% for step and differential costs. We assume that this relationship will continue to hold for 1975-1976. The computations necessary to establish this relationship follow.

- Assuming a September 1 anniversary date, the anniversary increment is paid out for 10 months of the 12 months in a fiscal year.

$$\text{ANNIVERSARY INCREMENT COST} = \frac{10}{12} \times \text{AMOUNT OF INCREMENT}$$

- The March increment is paid out for the remaining 4 months of the fiscal year.

$$\text{MARCH INCREMENT COST} = \frac{4}{12} \times \text{AMOUNT OF INCREMENT}$$

- The total cost for step increments is the sum of the anniversary and March increments' costs.

STEP INCREMENT COST = ANNIVERSARY INCREMENT COST + MARCH INCREMENT COST

Note that choosing September as the anniversary date insures that the cost for this salary increment is generous. A large portion of teachers have an anniversary date after September due to sabbaticals, maternity leaves and leaves of absence without pay. Using the September date provides sufficient funds to meet even the highest cost conditions.

Examples of computing the cost of step increases for an individual teacher are in Table D-1. The examples are carefully selected to illustrate all possible fiscal year cost amounts -- \$0, \$100, \$417, \$542, \$584, and \$634 -- and the range of these costs as a percent of the base salary -- 0% to 5.8%.

In addition to salary step increases other unpredictable factors affect a district's fiscal year teacher cost.

- Contractual salary rate increases
- Promotional salary differentials
- Retirement
- New hires
- Transfers in and out
- Sabbaticals
- Maternity leaves and leaves of absences without pay
- Conversion of per diem teachers to regular or regular substitute teachers
- Change in the number of teachers due to register changes.

The net impact of these factors is seen from the average salary experience of three districts. The cost of the Anniversary and March salary increments

Table D-I

EXAMPLES OF THE COST OF SALARY STEP INCREASES

1974-1975

TYPE OF SALARY CHANGE	SALARY STEP AND SCHEDULE*	ANNUAL SALARY RATE*	ANNUAL RATE INCREASE	FISCAL YEAR COST OF RATE INCREASE	
				AMOUNT	PERCENT OF BASE SALARY
Base Salary	1AC1	$ 9,700	$ -	$ -	-%
Sept. Anniversary	1BC1	9,700	0	0	0
March Step	2AC1	10,000	300	100	1.0
TOTAL	-	$ -	$300	$100	1.0%
Base Salary	1BC1	$ 9,700	$ -	$ -	-%
Sept. Anniversary	2AC1	10,000	300	250	2.6
March Step	2BC1	10,500	500	167	1.7
TOTAL	-	-	$800	$417	4.3%
Base Salary	2AC1	$10,000	$ -	$ -	-%
Sept. Anniversary	2BC1	10,500	500	417	4.2
March Step	3AC1	11,000	500	167	1.7
TOTAL	-	-	$1,000	$584	5.8%
Base Salary	5BC6PD	$15,350	$ -	$ -	-%
Sept. Anniversary	6AC6PD	15,850	500	417	2.7
March Step	6BC6PD	16,350	500	167	1.1
TOTAL	-	-	$1,000	$584	3.8%
Base Salary	7BC1	$15,500	$ -	$ -	-%
Sept. Anniversary	8AC1	16,000	500	417	2.7
March Step	8BC1	16,650	650	217	1.4
TOTAL	-	-	$1,150	$634	4.1%
Base Salary	8AC1	$16,000	$ -	$ -	-%
Sept. Anniversary	8BC1	16,650	650	542	3.4
March Step	8BC1	16,650	0	0	0
TOTAL	-	-	$ 650	$542	3.4%
Base Salary	8BC6PD	$20,350	$ -	$ -	-%
Sept. Anniversary	8BC6PD	20,350	0	0	0%
March Step	8BC6PD	20,350	0	0	0%
TOTAL	-	-	$ 0	$ 0	0%

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*Agreement Between The Board of Education of the City School District of The City of New York and the United Federation of Teachers, September 9, 1972 - September 9, 1975, p.102.

MONTH	DISTRICT 17	DISTRICT 18	DISTRICT 26	ALL DISTRICTS
June 1974	$14,025	$15,412	$17,062	$15,373
November 1974	$14,786	$16,099	$18,479	$16,478
May 1975	$15,423	$16,357	$18,532	$16,585
Percent Increase In Salary Rate From June '74 To May '75	10.0%	6.1%	8.6%	8.5%
Estimated Cost of Contractual and 2 Step Increases As a Percent Of June '74 Salary	6.0%	4.3%	7.0%	6.4%
Estimated Cost of 2 Step Increases As a Percent Of June '74 Salary	5.3%	2.0%	0.9%	1.6%

can be estimated from this information. Using the June 1974 salary as a generously low base for comparison, the fiscal year costs are as expected.

- District 17 a "low" salary district has a relatively high rate of increase because many teachers are earning promotional differentials in addition to receiving step increases.
- District 18, a "middle" salary district has a relatively moderate rate of increase because most teachers already have earned their promotional differentials and are just receiving step increases.
- District 26, a "high" salary district has a relatively low rate of increase because a large portion of the teachers are at Step 8B and receive no step increases.

The 1974-1975 allocation formulae allowed 7.5% for salary changes occuring during the fiscal year.* The actual experience shows than 6.4% city-wide was actually needed. The 7.5% allowance was adequate. Similarly, the 3.8% allowance in the 1975-1976 formulae for step and differential salary increases is also adequate.

3. THE SUPPORTING PERCENT: 13.8%

For fiscal year 1975-1976, the supporting percent allocation is 13.8% of the base allocation. This adequately allows:

- 10.0% for personnel in addition to the base number of teachers.
- 3.8% for step and differential salary increases occuring during the year.

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*See "The 1974-1975 Allocation Formulae, "Policy Paper No. 2, June 27, 1974, Appendix D.

Appendix E

BOARD OF EDUCATION RESOLUTION

ADOPTION OF TAX LEVY ALLOCATIONS FOR 1975-1976

JUNE 20, 1975

The Chancellor presents the following resolutions for adoption:

WHEREAS, the Chancellor, based on community boards' recommendations and staff analysis, recommended formulas for allocating 1975-1976 fiscal year tax levy funds, and

WHEREAS, the city board held consultation with community boards and the Mayor in accordance with requirements of the Decentralization Law, now therefore be it

RESOLVED, that the Board of Education authorizes the Chancellor to allocate the net adjusted appropriations provided by the City in Unit of Appropriation 30 for the fiscal year 1975-1976 in accordance with the formulas described in Attachment A and be it further

RESOLVED, that the Chancellor may, upon application by any community school district, allocate special purpose funds that are reserved in Unit of Appropriation 30 for purposes listed below utilizing formulas, criteria, and standards developed in consultation with community boards and the Office of the Mayor:

- Bilingual Education
- Registers in excess of October 31, 1974, register
- Opening of new schools (OTPS only)
- Theft and Vandalism
- Pedagogic Personnel properly declared in excess
- Replacements for personnel on sabbatical leave or on terminal leave and for the salaries of supervisors on leave in lieu of sabbaticals
- School Lunch Programs
- Repair and Maintenance Programs
- Programs and activities that benefit community districts but that operate on an inter-district basis
- Rentals
- Such other purposes as may be determined as necessary by the Chancellor

And be it futher

RESOLVED, that the Chancellor may authorize reasonable modifications of district schedules, after such schedules are initially established by module within the net adjusted funds allocated to each module, in accordance with the above provisions and approved by the Chancellor. Such modifications may include the transfer of funds between modules.

EXPLANATION

The Board of Education is required by law to accept the budget appropriation as recommended by the Mayor and adopted by the Board of Estimate and the City Council and to allocate the net sums provided by them in Unit of Appropriation 30 (Program 30) for activities of community school district in accordance with formulas adopted under the provisions of the decentralization law.

In fiscal year 1974-1975 the Board adopted resolutions, after consultation and public hearings, directing the Chancellor to distribute net appropriations in Unit of Appropriation 30 among the community districts in accordance with certain formulas. Changes have been made in the formula for allocating Program 30 funds in fiscal year 1975-1976. Specifically, the Module 2 (Instructional Services) formula has been revised to limit districts with declining enrollments to a 2 percent gain from the hold-harmless policy. Formulas for other modules remain unchanged. All allocation formulas for Program 30 are described in Attachment A.

ATTACHMENT A

(Attachment to Resolutions on Tax Levy Allocation
Formulas for Fiscal Year 1975-1976)

1. UNIT OF APPROPRIATION 30

Unit of Appropriation 30 is apportioned into subdivisions called modules. Each module represents a grouping of activities for which different allocation formulas are used. Where applicable, the audited October 31, 1974, public school register is utilized. If such registers are amended pursuant to provisions governing unusual register increases, such increased registers will be used.

2. MODULE 1: COMMUNITY SCHOOL BOARDS AND DISTRICT ADMINISTRATION

The formula distributes the net funds available for these activities in two parts:

A. A basic allocation, equal to 70% of the total funds available for Module 1 activities, is distributed equally to each of the thirty-two community districts.

B. The balance is distributed among the thirty-two districts in proportion to pupil registers.

3. MODULE 2: INSTRUCTIONAL SERVICES

The formulas for instructional services provide that:

A. The net funds available, including funds available for occasional absence and medical leave replacements, excluding 9 percent set aside for special need, be distributed on a per capita basis, weighted to give effect to the relative instructional cost differences among districts due to:

   - Class size limits in kindergarten, elementary, and junior high/intermediate school levels.
   - Assignments for teacher preparation and administrative periods in Title 1 and Non-Title 1 schools.
   - Average teacher salaries.

B. The funds set aside for special need be distributed in proportion to each district's number of elementary and junior high/intermediate pupils 1.5 years or more below grade level in reading ability.

4. MODULE 3: CONTINUING EDUCATION AND EXTENDED USE OF SCHOOL BUILDINGS

Allocations for Continuing Education Services are based upon a weighted register of public and non-public school pupils, as well as the number of low income school-age children. These factors are weighted 1.0, 0.5 and 0.5 respectively.

The funds for Continuing Education are distributed to districts in proportion to their weighted registers.

Allocations for Extended Use of School Buildings are based upon a weighted register of public and non-public school pupils as well as the number of low-income school-age children and upon the number of free-standing school structures whose day register is 500 or more. These factors are weighted 1.0, 1.0, 0.5, and 1,000 respectively.

The funds for Extended Use of School Buildings are distributed to districts in proportion to their weighted registers.

5. MODULE 4: SPECIAL FORMULA FUNDS

Special Formula Funds includes monies provided under Day Elementary and Day Junior High School New York State Textbook Law and funds for capital note items.

New York State Textbook Law funds contained in the appropriation are allocated on a per capita basis utilizing the September 30, 1975, registers in day elementary and day junior high/intermediate schools. On the basis of these registers, the State of New York provides funds not to exceed $10.00 per pupil.

Capital note funds for textbooks, library books and equipment are distributed to community school districts using the formula described in 3 above (instructional services formula Module 2) without the salary adjustments.

6. MODULE 5: SPECIAL PURPOSES

Module 5A is made up of funds provided in Unit of Appropriation 30 for the following purposes: school lunch, repair and maintenance, borough-wide music; city-wide awards; rents; and collective bargaining adjustments.

Module 5B is a special purpose reserve for the following district purposes:

> Leaves in lieu of sabbaticals; replacements for sabbatical and terminal leaves; register increase; salaries of properly excessed personnel; preparation period coverage for special education classes; over-head costs for educational parks and integration programs; one-time other than personal service costs for new schools; replacement of instructional equipment losses due to theft and vandalism; bilingual education; and legal counsel.

7. MODULE 6: FRINGE BENEFITS

Funds provided in Unit of Appropriation 30 for fringe benefits are set aside for payments to trust and reserve accounts for the benefits of district personnel.

8. MODULE 7: FURNITURE AND EQUIPMENT PROCUREMENT

Allocations to districts for furniture and equipment are based on square footage in the district adjusted for utilization, age of buildings and modernizations.

Total square footage in each district is adjusted upward or downward for utilization (plus or minus percentage over or under utilized); then adjusted for average age of buildings over or under city-wide average; then adjusted downward 1% for each modernization in the last ten years.

Each district's percent of the city-wide total adjusted square footage is used to determine its proportionate share of the total dollars.

Respectfully submitted,

IRVING ANKER
Chancellor

BERNARD R. GIFFORD
Deputy Chancellor